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ABSTRACT

Described and evaluated are a series of mini programs for middle school gifted students developed through a cooperative effort by Broward Community College and the School Board of Broward County, Florida. A section on implementation of the project includes the goals and philosophy of the program, and a review of the literature on gifted programs throughout the country. Provided are pre and post tests, summaries of student reactions, and discussions by instructors of the seven mini programs in the areas of astronomy, library, learning resources, psychology, art, self-concept, and communications. Reviewed is the development of the Broward County Gifted Program and of national, state, and county programs. Reported are results of surveys of participating students' and their parents; attitudes toward the program, principals; interest in having their schools participate, and teachers' evaluations of workshops on the gifted. It is explained that the program was evaluated on the basis of pre and post test scores, student questionnaires, and parent questionnaires for 20 of the 40 students who participated in the pilot project; and that the project was found to be an effective vehicle for enhancing cognitive and affective characteristics of gifted students. Appended are forms and correspondence pertaining to such program aspects as evaluation, workshop presentations and field trips. (LS)

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IMPLEMENTING MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS:

An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida

by: Carol Findley

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Fort Lauderdale Cluster
Dr. Bert Kleiman, Coordinator

Maxi II Practicum
February 15, 1975

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Abstract

Inasmuch as Broward Community College was approached by the Principal of a middle school in the Broward County School System concerning the possibility of setting up a type of orientation program for the Gifted students in his school so that they might be helped to gain their potential in a more effective manner, the Broward Community College consented to begin a pilot program with this school. The project was an initial attempt to provide a diverse and systematically defined inter-institutional approach to enhancing the cognitive and affective domains of Gifted students. The aim of the project was to determine the effectiveness of the program with the intention of expansion for the 1974-75 school year. It has been determined that such a project could be effectively used with all middle school Gifted programs should appropriate financing measures be arranged between Broward Community College and the School Board of Broward County, Florida.

INTRODUCTION

Until recently, Broward County has had no designed program for the Gifted child at the secondary level except for the one begun at the Nova Complex as an experimental project funded by federal monies. Therefore, when the Broward Community College was approached by the Principal of a Middle School in the county system concerning the possibility of setting up a type of orientation program for the Gifted students in his school, the College consented to begin a pilot program.

A search of the literature revealed that while there were many varied programs for the Gifted in progress, more of the writing contained philosophies concerning the concept of Gifted and much of how these children should be treated and motivated, but not too many of the writings contained specific projects to be carried on to attain the goals as set forth in the philosophies.

Based upon the testing and identification results of the Gifted children in the Olsen Middle School with whom the program would be concerned and the philosophy developed by the middle school as well as that of the Broward Community College, the following design was initiated as a pilot study.

A series of seven mini programs was developed for Gifted students through a cooperative effort by staff from the Broward

Community College and the School Board of Broward County, Florida. The mini projects included Astronomy (Planetarium), Learning Resources, Library, Art, Psychology, Self-concept ("Getting-To-Know-You"), and Mass Communications (Data Systems/Publications).

Each project was offered once to the entire group of students during an intensive three-hour time block. Six of the projects were held on the Broward Community College campus, and one, the Self-concept project, was held in the participating middle school. The project was an initial attempt to provide a diverse and systematically defined inter-institutional approach to enhancing the cognitive and affective domains of Gifted students. The aim of the project was to determine the effectiveness of the program with the intention of expansion for the 1974-75 school year.

IMPLEMENTING MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS:

An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida

by: Carol Findley[1]

Identifying the Problem

At the present time, 1973-74, except for some work being done in the Nova Schools, no program for the Gifted children has been set up in the Broward County School System as such. Each school, rather, is responsible for working out its own project with the help of the testing service furnished by the County personnel.

Inasmuch as Broward Community College was approached by the Principal of a Middle School concerning the possibility of setting up a type of orientation program for the Gifted students in his school so that they might be helped to gain their potential in a more effective manner, the Broward Community College consented to begin a pilot program with this school.

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[1] Coordinator of High School/College Articulation, Broward Community College, Fort Lauderdale, Broward County, Florida, an educational and cultural complex contained on three campuses with more than 25 buildings.

It was proposed that a survey be made of all the middle schools in Broward County to ascertain how many would be interested in becoming a part of the overall program. The question of whether or not all the needs of the Gifted child in this age range were being met in the regular middle school program was initiated by a Principal who believes such an orientation program carried out by the College might help to enrich the studies of all the Gifted children in his school.

If the investigation and research revealed the need on the part of students as well as schools for such a program, Broward Community College could plan a series of special classes designed especially for the Gifted children who would be participating. It would then be possible for the College to set up classes for the parents of the Gifted children which would be helpful in assisting them plan for their children's future. This program could include special counseling sessions as well.

Philosophy of Broward Community College

This particular program for the Gifted appeared to coincide with the philosophy of Broward Community College which follows:

> Because Broward Community College is committed to the ideal of the worth and dignity of the individual, its underlying philosophy is to provide opportunities for youth and adults to develop themselves for a purposeful, gratifying and useful life in a democratic society. The College, operating in the larger context of local, state, regional, and national higher educational patterns, seeks to respond to the needs of the individual at his level of ability and development .

For some time the Nova Schools had been able because of their proximity, to take advantage of the many resources and programs at the College, and if the matter of transportation could be overcome, there would be no reason why programs from other schools could not be enhanced by the use of the same facilities.

Therefore, the President of Broward Community College, Dr. A. Hugh Adams, encouraged and supported the above philosophy by approving the Olsen Middle School Gifted Child Program. Furthermore, Dr. Adams has expressed the desire that this should become an on-going program to be made available whenever the need arises with as many schools as can be accommodated.

Statement of Goals and Philosophy for the Broward Community College Project with the Gifted Children of Olsen Middle School

Identification of the Gifted Olsen Middle School students in particular was determined by testing and use of intelligence ratios, as well as by determining specialized talents previously indicated and noted by directing teachers.

Because of these special talents, it was the conviction of those working with these Gifted children that these individuals should be given the opportunity to participate in a specially improvised program at Broward Community College to provide experimentation in fields of study not available to them on their regular school campus. They believed that measurable results could be tabulated to prove that such Gifted children would benefit from such programs in Broward County were they made available to all the Gifted children who could be identified and provided with such an opportunity.

The goals of the program were to:

1. Provide pre-tests to be given to the students to determine prior knowledge in the field of study.
2. Provide an interesting and stimulating program in several fields of study on the campus of Broward Community College.
3. Provide post-tests which would measure the gain made in various areas of study in which the pilot group participated.

Philosophy for the Gifted Child in the Broward County School System

The objectives and curriculum for the Gifted are based on awareness of the unique interests and capabilities of these students. The objectives and curriculum should: (1) provide a learning atmosphere which will enable the Gifted to develop potential and exceptional abilities particularly in the areas of decision making, planning, performing, reasoning, creating and communicating which makes the Gifted child unique; (2) provide an opportunity for the student to utilize his initiative, self-direction and originality in dealing with problems; (3) provide the environment for realistic goal setting in which the student accepts responsibility as evidenced through the selection of projects and programs which are designed to aid in developing and expanding his cognitive and affective abilities and to broaden his field of personal reference; (4) provide activities which incorporate a multi-media, multi-level, interdisciplinary approach and for transfer of learning a diversity of life-oriented situations; (5) provide an opportunity for relationships and experiences in order to extend his experiential horizons, project greater goals for himself and gain a sense of responsibility and intellectual freedom.

Procedures for Screening, Referral and Identification of the Gifted Child in the Broward County School System

Screening

Students of all ages (kindergarten through 12) are eligible for placement in programs for the Gifted if such placement is indicated after an evaluation by the school psychologist. In order for the screening program to be effective the assistance of all professionals with whom the student has had contact is necessary. Initial screening should be done by classroom teachers and guidance counselors. Students obtaining I.Q.s of 1.6 standard deviations (125) or more above the mean (100) on group intelligence tests should be referred for further evaluation by the school psychologists. Students may also be referred for further evaluation based on classroom observation and significant academic achievement. Checklists of behavioral characteristics should be filled out by classroom teacher(s) and attached to the referral form.

Students who have demonstrated exceptional talent in the creative arts (e.g. music, painting, sculpture, poetry) may be referred to programs for the Gifted on the basis of accomplishment in their specific area.

Referral

Referrals are made by classroom teachers, guidance counselors, community professionals, principals, administrators and parents.

The referral should be explicit as to demographic data, socio-economic background, special areas of competency, test data from group testing (I.Q., academic achievement) and educational history. Referrals should be signed by the principal of the school which the student attends and the referring individual. Referrals should be directed to the appropriate Area Special Services Office.

Identification

An individual psychological evaluation should be done on each student referred. The evaluation should be done by the school psychologist or other practitioner licensed by the state of Florida. The evaluation should include an individual intelligence test (e.g. Stanford-Binet, Wechsler) a personal interview and other tests as judged necessary by the evaluator. Examples of exceptional creative ability should be judged by a professional in the student's area of specialization.

The Instructional Program and Student Assessment for Gifted Students in the Broward County School System

Instructional Program

The instructional program is entirely a resource program requiring close coordination with the regular school program particularly to insure flexibility and individualization in total instructional planning.

A maximum number of contact hours in the resource program will not exceed 280 hours per week (i.e. 40 children at 7 hours; 56 children at 5 hours.) Organization of the instructional programs for the Gifted may include: (1) A resource class maintained in one regular school. (2) An itinerant teacher in a cluster of schools providing a resource program.

Procedures

Procedures for grouping may include: (1) Cross grade grouping: a flexible arrangement of grade levels. For example: 4, 5, 6; 4, 5; 1, 2, 3; 7, 8, 9, 10. (2) Independent study: specifically designed with an individual student to meet specific interests. (3) Grade grouping: a class may be grouped by grade level for a portion of the allocated time.

Student Assessment

The primary method of student progress is based on periodic review of the specific instructional objectives established for each student and the degree to which these objectives have been attained. A standardized system which emphasizes written reports and personal conferences for reporting student progress to the parents and regular classroom teachers is used.

Conceptualizing a Solution

After identification of the Gifted students was completed at Olsen Middle School, teachers were assigned by the Principal to assess the needs and interests of these students and the desires of the parents for their children. Time was set aside for field trips around Broward County and advanced reading and study programs were instituted in keeping with expressed interests.

At the same time, the Principal of Olsen Middle School, Mr. J. W. Davidson, contacted officials at Broward Community College to ascertain what assistance could be given in the way of enrichment programs in varied areas that might conceivably motivate and stimulate the interests and capabilities of these students. Mr. Davidson was of the opinion that Olsen Middle School could not adequately provide the necessary stimulus or resources such as those available at Broward Community College.

Thus, a contact was made and the setting for coordination of a program was gradually built into a comprehensive pilot program that could be used for other schools. Also, it could become a model for other programs to be set up in different areas of interest as an on-going part of the curriculum for the Gifted in all qualifying middle schools in Broward County.

In order to organize such an orientation program for the Gifted children in the middle schools of Broward County, it was necessary to determine what types of programs could be offered which would enrich the middle schools' present program and help fill the needs of these particular children. It was necessary to discuss with the Olsen Middle School Administrator, teachers and students what areas would fit into their current program which could be supplied through the facilities of Broward Community College. To achieve this goal, a comprehensive study of the literature on the subject of Gifted children was made and reviewed. Parents of the children were consulted and their desires noted. Mrs. Findley met with all the middle school Principals on December 13, 1973, and presented a questionnaire to provide input for the Gifted program. (See section under Principal Survey)

Mr. David Howard, teacher of the Gifted at Olsen Middle School was consulted and participated throughout the entire program.

A survey was made by Mr. Howard to determine the interest of the students in the Gifted classes. At the same time, Mrs. Findley began arranging for programs as suggested by Mr. Davidson and Mr. Howard to coincide with the expressed interests of the students. Other meetings were set up and parents were consulted to determine whether the programs arranged would meet the needs, and to decide what others would be beneficial to the students. Areas which were ultimately eliminated after final analysis were drama, music, and physical education.

Facilities not available at Olsen Middle School were provided by the College: the Planetarium, Psychology Laboratory, Fine Arts Exhibit Area, Computuer Systems, Publication Facilities, Closed Circuit Television and Audio-Visual Systems Studios. Books for study not available in their school were made available at the College library. All of these Gifted programs were designed by the College specialists. When the project was completed, evaluations were made at all levels. (This material is contained in the section regarding Practicum.)

As a result of the Olsen Middle School Gifted child program, other schools are applying to the College for similar programs. The program could be available on the same basis for other schools. However, the high schools are now asking for assistance as a result of the publicity given the pilot project and it is anticipated that Mrs. Findley, of Broward Community College, and Dr. Skalny, of the School Board of Broward County, Florida, will soon be visiting high schools to assist with the initiation of similar programs at a higher level for those Gifted students who have now been identified. The high schools are expressing interest in areas where Broward Community College can be of assistance with their Gifted students. Such meetings have been arranged with the personnel involved with the Gifted at Piper and Northeast high schools and it is expected that others will follow.

Permission was granted to Mrs. Carol Findley, Coordinator of High School/College Articulation, to use monies from her own budget to finance the Olsen Middle School Gifted child pilot project.

A committee from Broward Community College has been formed to evaluate this program and recommendations from the committee will be submitted to Dr. A. Hugh Adams, President of Broward Community College. Dr. Adams will then meet with Mr. William Drainer, the Superintendent of Broward County Schools, Fort Lauderdale, Florida, to discuss increasing and broadening such programs and financing continuing programs.

According to Broward County School policy, transportation for Gifted is governed by the same regulations as for the regular student. Provisions must be made to assure that transportation is provided which would enable students to attend and/or participate in unique experiences which cannot be provided on the regular school campus, to participate in seminars, and to utilize special facilities available at local colleges, and other community facilities.

The parents of the Olsen Middle School Gifted students provided private cars to transport the students to and from Broward Community College.

In the future, financing can be handled on a cost-sharing basis if the Principals so desire and may be worked out by a formula type funding. At the high school level, transportation is not a problem as students' cars are readily available. The staff at Broward Community College can be utilized on a limited basis and lecturers can be brought in by the high schools themselves, financed by the extra monies derived from the new FTE (Full Time Equivalency) formula which allows extra money for such programs. Plans are already underway to develop committees to work out the details of such programs for schools wishing to participate.

A compilation of the information gathered has been made from this pilot school project. The material is included in the portion describing the pilot program in detail.

A survey to determine interests, needs and programs has been made and this information is included in the overall curriculum offerings of the program.

Following the pilot project, a questionnaire was sent to the parents of these Gifted students to determine how successful they considered the overall program to have been. This material is also included in the portion covering the pilot project in detail. (See the section regarding Practicum)

The students and teachers involved in the Olsen program engaged in a continuing analysis. The students and parents also participated in questionnaires which are contained in that part of the body of the program describing the details of the project. (See the section regarding Practicum)

Counseling with students, teachers, parents and the Principal was an important aspect of the overall plan. Contacts were made at Broward Community College to insure full cooperation of staff members who would need to become involved. Official clearances were made through the Broward Community College Administrators and the Personnel of the School Board of Broward County, Florida.

Through varied means of communication, it was determined that the following needs were not being met in the program being carried on at the middle school level in relation to Olsen Gifted students.

1. The Gifted were not involved sufficiently to be challenged to their capacities. (Mr. Davidson, Principal; Mr. Howard, Advisor.)

2. It was reported by many teachers of the Gifted that although these students were being academically challenged in some areas, at least as much as was possible for the middle school program to accomplish, that many of the students were in need of improvement in their social maturation level. This applied to both the social and emotional areas. Dr. Fred Skalny, County Coordinator for Programs for the Gifted, Broward County, corroborated this fact and expressed concern for their lack of social adjustment in these particular students.

Therefore, meetings were held to discuss this type of program with Mr. Davidson, Mr. Howard, and Mr. Tom Parker and Mrs. Sue Smith, both Counselors at Broward Community College, and Mrs. Findley, the Coordinator, to assist in development of the special Self-concept Program. Such a program was developed and Dr. Skalny visited Olsen Middle School to observe the program in action. He expressed a positive reaction to it and remarked that he would like to see the Self-concept Program expanded to other schools and be included in schools where Gifted students would be involved.

Possible Implementation

The pilot project as designed for Olsen Middle School Gifted children is ready for implementation with any other middle school requesting it for their Gifted.

In addition to this, new programs for the Planatarium, art, drama, and other departments of the College are being prepared to continue the program started with the Olsen Middle School students. The expressed interest of these pilot project students will be used as a basis for establishing further programs this year for the Gifted.

The following people have been contacted and have indicated their willingness to support and help implement the proposed program as indicated by research: Cabinet members of Broward Community College:

President Dr. A. Hugh Adams, Executive Vice-President Dr. Clinton D. Hamilton, Dr. David A. Groth, Vice-President for Academic Affairs and Director of Community Services, Dr. George W. Young, Vice-President for Student Development, Deans of all Broward Community College campuses, Dr. Roy Church, Assistant to the President, and Mr. Ron Quigley, Director of Public Relations.

Personnel from the Broward County School System: Dr. Hilton Lewis, Director of Secondary Education, Mr. Larry Walden, Director of Special Programs, Dr. Fred Skalny, County Coordinator, Programs for the Gifted, Dr. Dan Lee, Director of Research and In-service Training, and Mr. Edgar Elder, President, Middle School Principals.

A Comprehensive Statement of What the Literature Reports Relative to Gifted Programs Being Carried on Throughout the Country

When speaking of the Gifted child most of the literature agrees that one is speaking of an individual with high abstract intelligence. This distinctive quality of mind, says Ruth Strang, is extremely sensitive to all impressions; sees things in harmonious relations; has great ability to concentrate, and has high periods of creative energy. But Giftedness is a process of becoming as well as native to the individual and it needs nurturing and wise counseling to reach its potential.

Characteristically the Gifted have a strong desire to pursue topics of their own choice in depth and with built-in drive. They tend to show great curiosity and work above age level in one or more areas. Usually they hold high expectations for themselves and for others. They frequently resist routines and drills, preferring to use their own creativeness and uniqueness.

For many years the United States has been experimenting in various places with education for the Gifted, but it was not until Sputnik that the movement really received its greatest impetus. The Ford Foundation by means of specialized grants fostered many experimental programs including one in the Nova Schools now going on in Broward County. Special grants came from government sources in the form of Title grants for special teachers, guidance counselors, and materials that would enhance school programs for the exceptional child of which the Gifted were a part.[1]

"During the 1971-72 congressional year the Federal government, through the U. S. Office of Education, committed itself to a new and extremely important area of concern -- the education of the Gifted child."[2]

This is a significant statement inasmuch as in the past these children's educational needs have been greatly overlooked due to a misconception of the purpose of education in a democratic society. For example, in 1967 seventeen states alluded to the Gifted in their statements on educational needs, but only ten provided any type of guidelines for determining the type of child to be served. Even then this does not mean that programs were provided. Educators have been much more concerned up to this time in pushing programs for the mentally and physically handicapped and to meet the special needs of children from poverty background and minority groups, based upon the traditional concept of democratic procedure.

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[1] Catherine Kornfal, Marilyn Laskey, Therese Roberts, "Focus on the Gifted Child Pilot Program at the Nova Schools," Warren G. Smith, Director of Special Projects and the Nova Schools, p. 1.

[2] U. S. Commission of Education, Education of the Gifted and the Talented - Report to Congress, 1972, p. 222.

At the same time, these same educators have neglected a valuable portion, approximately 2,000,000 children, of our national product. All over the country they are now beginning to see growing demands for provisions to really educate more fully those children who are specially endowed with greater intellectual capacity than the average bright child, or those children who possess special talents in specialized areas, such as art and music.

Furthermore, it is being recognized that many of the Gifted group draws its members from all categories of children: middle class, agricultural migrants, Blacks, Cubans, Indians, and others, as well as from the more affluent groups. It has been learned from studies that the Gifted Blacks do not receive as much attention as their more slow-learning classmates.

Although it is estimated that only about 80,000 Gifted children are now receiving appropriate education, it is felt that since a national goal has been set to double this figure in the next five years and money has been set aside to assist with this developmental program, the various states will begin an all-out effort to work with and for this particular group. A leadership office has been set up in the regional offices to assist with projects and the goal is to train educators to promote work for the Gifted.

Probably the most articulate spokesman for educators at the hearings was Dr. James Gallagher, Professor of Education and Director of the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill, North Carolina. Gallagher sought to demolish what he called "myths" surrounding the public's attitude toward Gifted children.

> Myth -- Gifted children will triumph over mediocre education programs and achieve at a superior level without special assistance.
>
> Fact -- Many Gifted children do not triumph over adversity, resulting in an incalculable loss to society in leadership potential for the arts, sciences, government and business.
>
> Myth -- Gifted children come from affluent, well-educated parents who represent the white suburban elite of our society who are able to take care of themselves.
>
> Fact -- One of the greatest potential sources of gifts and talents yet untapped for this nation are those children whose gifts are disguised by clothing, dialect or cultural differences from the standard norms.
>
> Myth -- Helping Gifted children means giving them an additional competitive advantage and will result in a lower achievement by less talented students.
>
> Fact -- Problems such as mass transportation, pollution and the energy crisis will yield only to the most sophisticated and well-trained minds. The principle problem in correcting the situation is the lack of money.[3]

One idea for education of the Gifted emanated from the German Gymnasium and is based on the concept that the Gifted should not be separated from the other students except for special work. Otherwise, the Gifted student takes part in a core program where he spends slightly more than one-fourth of his time.

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[3] James J. Gallagher, Teaching the Gifted Child, Boston, Massachusetts: Allyn and Bacon, Inc., 1964, p. 74.

Outside the core and physical education classes, the school program has two major areas which offer elective possibilities: the first is the arts elective field, the second includes the traditional academic disciplines of mathematics, science, foreign language, English, and social studies. The program involves the core teacher, the counselor, the special area teacher, the student, and his parents. Plans for college, other vocational preparation, and the aptitudes of a student are prime determiners of each student's pattern of academic electives. This program places great emphasis on the identification of purpose in the mind of the individual learner. When he is able to do so, he may enroll in college classes. Heterogeneous grouping, it is felt in this New York school, helps Gifted children realize that they are not Gifted in everything and provides them with good opportunities for practicing leadership.

In a medium-sized high school program in Portland, Oregon, ability grouping also is avoided. Only the very retarded children are placed in special classes. The grouping remains heterogeneous in both English and social studies with the exception of senior English. At this level students are given special courses in whatever area they are deficient. This allows for human growth and development in having students of all abilities work together and learn to appreciate others' talents. The program for the Gifted is a combination of individual instruction and special courses of study. The only problem here is getting sufficiently competent teachers to handle such a program.

A program in a small high school in Germantown, Pennsylvania, is carried on as an enrichment developmental series. Here the homeroom teacher guides the students' school lives. The program prepares the students not only for college but also for daily living. The more advanced the student, the more enrichment is offered him. History is required for three years based on the premise that the study of the past assists man in understanding the present. There are no advanced courses or advanced sections within a course. The belief of those directing this program is that the problem of individual differences is being met by greatly differentiated assignments and the growing use of small group work. Students participating in this program know that much of the work of the class is dependent upon their own initiative and preparation.

The University High School of Ohio State University offers a core centered program. From the earliest grades the school culture recognizes talent, sometimes unique talent. The elementary school curriculum is organized around units of work or group study. As group study develops, many opportunities arise for students to work at the growing edge of their talent.

The junior high school program is basically an extension of teacher-pupil planning of similar studies. The core is centered around the social studies and English with physical education, music, art and science used as elective courses. The core varies according to the student's ability. It is based on pupil-teacher planning. The unit frequently begins with a general survey or organization of background information, but at some stage the unit will be broken down into group and individual studies, requiring research, note taking, reporting, creative writing, etc. This produces long periods of self-directed activity with the teacher responding for advice and direction.

The state of Connecticut, in a report concerning their Gifted Child Program, stated that these talented pupils have special needs. Their unique abilities must be developed, and they must learn that because of their gifts, they are charged with an extraordinary burden of responsibility for leadership -- a burden they must accept willingly and with grace. The public schools, the report stated, must recognize their duty to such pupils early in their career and provide an encouraging climate and suitable programs.

Seventy-eight percent of the elementary schools in Connecticut use enrichment in regular classrooms. Thirty-five percent use part-time special grouping of Gifted students; twenty-nine percent use full-time special grouping of Gifted students; eighteen percent use acceleration including early admission.

According to the Connecticut report, at the secondary level eighty-four percent use ability grouping and enrichment subject by subject. Thirty-four percent use acceleration. Forty-two percent used advanced placement. A small number of schools reported after school and Saturday enrichment programs, and summer programs leading to acceleration through the regular school sequence. Two schools reported programs of independent study by which students could earn credit without attending class. One high school has worked out an arrangement whereby their high achieving juniors and seniors can take courses at a nearby college.[4]

Joseph W. Cohen, writing in his book entitled, The Superior Student in American Higher Education, suggests that in most high schools honors courses are assisting the Gifted student and he feels that these courses designed for inductive teaching in sequential and cumulative order are important. The requirements in the Pittsburgh Scholars Programs are five years of English, Fine Arts, four years of social studies, three years of mathematics, three years of science and three years of modern language.[5]

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[4] A Case Book in Secondary Education, ed. by Samuel Everett, New York: Harper and Brothers, 1961, p. 82.

[5] Joseph W. Cohen, The Superior Student in American Higher Education, New York: McGraw-Hill Book Company, 1966, p.231.

Columbia Teachers College has a Talented Youth Project in which is stressed the value of implementing personal adjustment in relation to achievement. It relates the work with the building of the self-concept and emphasizes the importance of the dynamics within the family relationships.

A program for the accelerated learner at Thomas Jefferson High School in New York City stresses guidance coordinated courses along with the honors programs in English and science.[6]

Still another program at Manhattanville Junior High School in New York was evaluated after it had been in operation for some time. Fifty percent were selected for a study. The evaluation was found to be difficult because of the variables in ability level, motivation, socio-economic level, teaching methods, past educational process, and others. However, some conclusions were drawn from this study: (1) Homogeneous grouping was considered to be of questionable value; (2) Individuality and creativity were found to be good; (3) Most students engaged in a wider range of activities than others; (4) Goldberg found that an accepting, flexible teacher who was effective in group work was able, within the space of one school year, to increase to some extent the motivation of underachieving Gifted students; (5) Findings by

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[6] Jane B. Raph, Miriam L. Goldberg, A. Harry Passow, Bright Underachievers, New York: Teachers College Press, Columbia, 1966, p. 65.

Worcester et al indicated positive results from chronological acceleration. They consider the advantages of early admission to far outweigh the disadvantages.

The San Diego, California schools have a program in which the Gifted children may earn credits in five modes: attendance at regular classes, contract arrangement with subject area teacher for independent study, subject area seminars supervised by a moderator, independent study courses, and off-campus work at universities or colleges in adult classes.

In addition to the curriculum offerings listed above, community resources and field trips are considered important aspects of the enrichment program for the Gifted. Non-credit seminars led by students have been developed. In evaluating the program annually control groups have been set up in order that research may be done on the effectiveness of the program. One of the most important aspects of this program is that of choosing the teachers. They are selected for their skill in handling the Gifted, their empathy for the talents and special characteristics of such children; their innovation in handling the curriculum, and their initiative in motivating the students in their charge. All the research indicates that one of the most important aspects of any program lies in the selection of proper teachers who have the special qualities needed to motivate and deal with the many facets of any such group of people. Teacher training institutes and in-service courses are considered to be two important means presently being used to implement the skills needed for such teachers.

In many places acceleration was one of the first techniques for dealing with the academically talented child and often bright ten and twelve-year old children could be found with children two or three years their senior. They were regarded as in some way peculiar. The acceleration used today is that of permitting progress to move more rapidly when two years work may be achieved in one, or three in two. It is now more common for elementary and secondary schools to use some form of individualized grouping which enables the intellectually superior to accelerate their progress and carry a qualitatively different load of work and still remain in the company of their peers. Classes which enrich in breadth and depth have been adopted in many instances. Honors classes, seminars, advanced placement and dual enrollment have added to the growing means of allowing the Gifted to work at a faster rate of speed than those students with whom they may be enrolled.

According to much of the current literature, partial segregation of the Gifted in comprehensive high schools is more favored than total separation. Although there are still a number of older schools open only to the Gifted children, these have produced impressive numbers of leaders in all areas of the professional world.[7]

Among these special schools for the Gifted is the Bronx High School of Science, which began in 1938 and which since that time has had 4,000 children competing annually for admission. It is only one of five New York City schools for the Gifted -- the High School of Music and Art, the Brooklyn Technical School, the Stuyvesant School and Hunter College Elementary and High School. All of these schools have set impressive records.

The Mirman School, founded by Dr. Norman J. Mirman, has been started in California. This school now has 130 students and carries a flexible schedule which allows children to explore interests not available in any planned school curriculum. Greek and electronics have been recently requested by some of the elementary school students. It opens the door to the intellectually curious where no one is laughed at for having an unusual idea or opinion.

A suburb of San Francisco, California, has a broad range of special enrichment programs for the Gifted children along with the regular school program. There are both in-school activities and after-school programs in which the Gifted children may participate at their own pace.

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[7] Joseph W. Cohen, The Superior Student in American Higher Education, New York: McGraw-Hill Book Company, 1966, p. 231.

Connecticut now has fifty different programs to broaden and deepen the educational experience of most of their more Gifted children. One program revolves around the Science Center for Student Involvement where these children may engage in original investigations guided by experienced scientists. Classes are held on week-ends, in the evenings, and during the summer.

In other programs, high school students attend college seminars on nearby campuses in such subjects as "Philosophy of Literature," "Background of Folk Ballads," and "Computer Processing."

Georgia has a special department to develop programs for the intellectually Gifted which is now in its 15th year and there are about eighty special programs for the Gifted students in the state. The programs also include honors courses and enrichment classes.

Despite the progress made in some states only ten State Departments have a full time person responsible for implementing programs for the education of the Gifted or Talented.

The Illinois plan for Gifted children, begun in 1964-65, is one of the most publicized in the nation. The rapid growth of the program can be attributed to the acceptance by school administrators and teachers of the responsibility to offer all children appropriate educational experiences. Recognition is being given to the fact that children of exceptional ability exist in all social and economic levels of society, and that since they are children, they cannot "take care of themselves." This is especially true of children from homes and communities which do not provide information and experiences which children require to make judgments concerning their educational needs. Because the Illinois Plan includes provisions for flexibility in identification and in educational experiences, encouragement is given for providing special educational activities to the Gifted child who is achieving at a high level, to the Gifted child who has exceptional creative ability, and to the child who has potential to be outstanding in any one of the many traits included in Giftedness but who has not developed these latent talents. Thus, the support and encouragement to identify various kinds of high ability and assistance in developing special programs for individuals increase the retrieval of talent at various socio-economic levels and at all educational levels in the public schools in Illinois.[8]

The rationale for talent retrieval is based on the following concepts: identification, enhancement of self-concept; freedom for individually paced learning; provision for individualized study and experience; resource persons for counseling and guidance.

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[8] American Education Office, Talent Down the Drain, 1972, pp. 13-16.

"Basic to learning is motivation and the motivation to learn is tied strongly to a positive self concept."[9]

Perfection in schools is as impossible as perfection in human beings, but we seek only toward perfection, which is a challenging process, frequently frustrating, often painful. These are the thoughts of those involved in this program. They have set a goal aimed toward talent retrieval among the human resources of their schools. Training programs for teachers have been developed. Summer institutes and in-service training have been implemented as a part of the program. Four essential features which have been provided at the University of Illinois institutes were the involvement of teachers, consultants, directors, and supervisors in the self-assessment process: (1) Analysis of examination questions; (2) Analysis of student-teacher interaction; (3) Student descriptions for the classroom. Teachers and supervisors were given the opportunity to adapt model procedures and materials to their own use after watching demonstration class teaching: role playing, examining films, tape recordings, examination questions prepared by evaluation experts, and textbooks exemplifying new approaches. All were given the opportunity to practice while still in the in-service program.

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[9] Leadership for Education of the Gifted and the Talented," Intellect, December, 1972, pp. 13-16.

The use of community resources provides the opportunities for the motivation of the students; the identification of the area of interest of the individual; the development of communication between generations; increasing the general knowledge and background of the community; a new sense of understanding of its people; nurturing a desire for the identification of community problems and the subsequent solution to these problems; and creating a new community with a new image that reflects pride, loyalty, and security for potential leaders of the future.[10]

For the purpose of definition, the National Center for Educational Statistics conducted by Marguerite A. Dickey of the Center, academically Gifted pupils were defined as, "... pupils whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as in need of special educational opportunities ... if they are to be educated up to the level of their ability."[11] This report showed that only a small percentage of the identified Gifted in the elementary schools were being given adequate educational impetus, while the secondary schools showed somewhat more emphasis. There was little evidence, however, to show that adequate educational emphasis was being placed on the education for the Gifted or Talented child in any but a few exceptional areas of the country.

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[10] Theodore Hall, Gifted Children - The Cleveland Story, New York: The World Publishing Company, 1951, pp. 77-78.

The October issue of Florida Schools carried a special edition on this state's programs for the academically talented. The opening statement was, "Florida is on the move in providing programs for the Gifted because we have people who care, people who believe it is not ideas we lack -- just a willingness to tinker with routine, some interest and energy."[12]

From 1959 to 1970 programs for the Gifted were included in the Exceptional Child Program and no dynamic growth was evident. However, since that time each Legislature has earmarked special funds to promote programs for the Gifted so that as of 1972, some 173 teachers were involved in such programs, and a total of 17,131 students.

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[11] National Center for Education Statistics, Specialized Instructor for Gifted Pupils in the Public Schools, Fall, 1968, p. 1.

[12] Joyce M. Runyon, "Variety of Programs Serve Florida's Gifted," Florida Schools, October, 1973, pp. 1-8.

The philosophy of the Florida program reads as follows:

> A Gifted child is unusually endowed with outstanding intellectual and creative talents. These attributes may be nurtured and stimulated or stifled and repressed depending on the atmosphere in which the youngster at an early age perceives his world. Self-actualization occurs when learning is relevant, self-motivated, and valued by accepting teachers, peers and family.
>
> Educators bear the responsibility of knowing the total Gifted child and need to understand personal needs and anxieties as well as achievement competencies in order to facilitate growth. We need to create a warmly responsive, non-threatening climate in the classroom. We need to help others who are charged with educating these Gifted children to understand and utilize teaching strategies involving higher thought processes. It becomes our responsibility to prepare these future leaders for a rapidly changing world where facts become outdated before printed; where learning how to learn, how to adapt and change, relying on process rather than static knowledge are highly significant factors in determining educational goals for the Gifted and Talented.[13]

According to this concept, then, Gifted children need opportunities for optimal level use of language. Divergent, open-ended teaching strategies, minimized use of rote drill, an atmosphere of valuing uniqueness, and self-directed discovery are a necessary part of the conceptualization of their needs.

Group interaction is considered by some to be an important aspect so that opportunities for assuming roles with increased exposure to people of diversified backgrounds, provisions for understanding self and heightened sensitivity to others should become an integral part of any planned program for the Gifted.

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[13] Milton J. Gold, Education of the Intellectually Gifted, Columbus, Ohio: Charles E. Merrill Books, Inc., 1965, p. 150.

Inasmuch as the Gifted have a high capacity for physical and intellectual expenditure of energy, they need many opportunities for involvement in learning activities which challenge their intellectual and creative abilities. This may be accomplished, reports the Florida Journal, by means of role playing, writing plays and producing them, research, and the use of many audio-visual games and devices. Frequently, the Gifted are underachievers mainly because their talents aren't challenged in the average classroom and they become intellectual drop-outs at an early age.

The objectives, therefore, set up by the state of Florida for the Gifted are:

-- Developing a framework for identification of Gifted children;

-- Developing information for educational staffs regarding Gifted children;

-- Developing ongoing components for staff development of current and aspiring teachers of Gifted children;

-- Developing community programs geared to understanding of programs for Gifted children.[14]

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[14] Joyce M. Runyon, "Variety of Programs Serve Florida's Gifted," Florida Schools, October, 1973, p. 3.

The program recommended by the state of Florida is based on what is needed in any specific county as it pertains to their own Gifted children. This may take the form of grouping, acceleration, enrichment, special classes, cluster grouping, or homogeneous grouping. Within the classroom itself there may be independent study projects for the Gifted, or supplemental learning kits. Accelerated subject matter units where the higher thought processes are challenged may be made available in such subjects as mathematics or the language arts. Team teaching by competent teachers for specialized subject matter can cut across grade levels or schools, if necessary, and bring variety to the talents of the Gifted. Seminars and lecture demonstrations may be made available on campus by specialists brought in for the occasion or arranged for at a nearby college if the opportunity provides.

The same article suggests that one way to increase fluency and enlarge vocabulary and concepts is a process known as brainstorming. This procedure allows for a free flow of ideas or thoughts without fear of criticism. The more students who get into the act, so to speak, the better the brainstorming process will be, except there should be some sort of understanding that a premium will be set on the contribution of unique or unusual ideas. An integration and combination of ideas should be welcomed. Later comes the evaluation and synthesis.

One of the programs outlined in the October, 1973, issue of

Florida Schools is the experiment going on in Hillsborough County where a Gifted student can spend one half-day a week exploring the field of learning he has chosen from a wide range of courses offered by sixteen resource teachers. The facility is an abandoned building, but it has been converted to an enrichment center which fills the need for a program for the Gifted for that county.

In Polk County the program is individualized within the school itself. There are seven Gifted specialists assigned to the county's four school districts to assist individual schools and teachers towards maximizing their own resources in serving the Gifted. A team of paraprofessionals work closely with the specialists to maintain files of community resources and arrange for curriculum enrichment by matching resource persons and other community resources with groups of students to new areas of study and thought-provoking ideas.

Both counties also provide summer enrichment programs for their Gifted students by means of a Center where the students can meet for intensive and varied programs not readily available in their home schools.

The Polk County project is called Matchmaker. The philosophy states that the primary purpose of Project Matchmaker is to match talent of students with human and/or material resources available in the community. On the theory that all students are potentially talented, it is the hope of this project to discover and develop these talents. The aims are to extend the development of the human and material resources file to include all areas of the county. This file is for the use of all school personnel to aid in developing interests of the individual student, small groups, or an entire class. A teacher may request the services of the Matchmaker (1) to provide an enrichment speaker for the entire class, (2) to provide a resource person to work with only one child or with a small group of children who have been identified as having talent in one particular area, (3) for assistance in recognizing children with particular talents.

In the Pasco County Program, a group of children is selected from every elementary school to receive enrichment programs for two hours each week, plus occasional field trips. The rest of the identified students are pre and post tested so that the benefit being derived from the program can be determined. This research supports efforts to acquire more Gifted units in the future. The goal is to be able to offer Gifted programs to all Gifted students, the students currently identified as Gifted as well as those students who will be identified later by time-consuming but necessary individual testing.

Activities that the regular classroom teacher might provide for the Gifted include:

1. Assisting the slow learners in the classroom.
2. Making a study of great inventions and inventors.
3. Making a study of Utopias.
4. Participating in a Science Fair.
5. Serving as a class librarian, or as assistant in the school library.
6. Engaging in after-school sports.
7. Studying mythology, philosophy, psychology, literature, history.
8. Editing a class newspaper.
9. Studying mathematics in advance of the age and grade level.
10. Making models of villages, vehicles, etc.
11. Learning to type.
12. Serving in school offices, on safety patrol, etc.

These and many other suggestions were made for activities for the Gifted, some of which have been included in other special programs elsewhere.

The Pine View School in Sarasota, Florida began because of the concern of the members of the Sarasota County Board of Public Instruction, the Superintendent, and some staff members who believed that an adequate education program for intellectually Gifted children was not being produced. The consensus was that a special effort should be made to provide for the needs of the Gifted. Therefore, a procedure was initiated in the school. The student had to be recommended first of all by school personnel and then subsequently, be individually tested by a psychologist. Any student who met this criteria would be identified as Gifted. Basic courses as well as many enrichment courses are included in the program. The program was funded in the summer of 1968, is now a centralized project operating under the County School System.

Probably the best known school in Broward County is the Nova School complex where considerable attention has been given to working with the Gifted child. Their philosophy briefly stated is as follows:

> Focus on the child emphasized the need for acceptance of individual differences in learning characteristics, in interests, in personal needs and in experiences as well as in potentiality and capability. Among the Gifted, also, a focus on the child has highlighted the fact of individual differences in Giftedness, of 'differential Giftedness' (Dr. Richard Hodes, 1973), and the need for educational experiences which may be effective in meeting these differences.
>
> Focus on the child demands considerations not only of the nature of the child's in and out-of-school experiences, but also of the nature of his knowledge. The child of the 1970's is a particpant in a rapidly changing society composed of a variety of sub-societies which are also in a state of flux. He lives in an environment which bombards him with information, stimulations, and demands requiring decisions and choices. It is an environment offering opportunities for freedoms and individualism yet demanding conformity, restrictions, and responsibilities in a society and a sub-group of that society.

> The home, the school, his peers, the media, the larger society exert often conflicting pressures and tensions. It is a time when discoveries in all areas of knowledge have been upsetting and overthrowing traditionally entrenched ideas, morals, values, facts, and societal institutions and structures. The child has experienced the formulation of different, 'new' systems, of beliefs, values, and knowledge. Admittance of all values in a society of sub-societies has created the need for understanding the responsibilities inherent in freedom.[15]

Basic to the philosophy of this program is the theory that no one person, no one source, no one method of instruction is efficient or sufficient.[16]

The conceptualization and implementation of the Nova program for the Gifted includes many of the ideas and goals included in the other programs already discussed. A report on the program is available from the school itself. The pilot program at the middle school level was successful and the program was recommended for continuance in the 1973-74 school year. The first priority for additional units were recommended for the elementary level.

It was recommended that a total of ten such units be carried out in the county and this has been done to some extent.

A bibliography was suggested for those schools not yet entered in such a program as well as a report of the programs already in progress for use in other schools.

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[15] Sidney P. Morland, Jr., "Our Gifted and Talented Children - A Priceless National Resource," School and Society, October, 1973, pp. 12-22.

[16] Eileen Lanson, "Gifted Children I Have Known," Today's Education, January, 1973, pp. 36-37.

It was recommended that the teachers participating in the program be made available to staffs and administrators of county schools requesting in-service assistance.

The program has received strong support from the parents, teachers, and administrators on the Gifted Child Committee of the Broward County School System.

A report on tape by Mrs. Joan Pippin is included in this practicum report. Mrs. Pippin, a teacher of the Gifted, has been working with the Gifted in Florida for some time and is presently on the staff of Bennett Elementary School, Broward County, Florida.

Mrs. Pippin was one of the first teachers in Florida to work with the Gifted and participated in the program as outlined by Miss Joyce Runyon, Consultant, Programs for the Gifted, in the Florida State Department of Education. Miss Runyon, working at the state level, was instrumental in obtaining thirty-five units throughout the state of Florida. Mrs. Pippin talked about how the teachers involved exchanged ideas for the good of the total group. This took place before the new funding program gave added incentive to principals to set up such programs.

Mrs. Pippin recommends that the teachers work in their own strengths.

For example, art and guidance are emphasized in her own program. In Bennett Elementary School the individual projects for Gifted are based upon the grade level of the child and his interest. The students are learning to work without much direction from teachers, learning to solve their own problems. These elementary children have had contact with both the middle and the high schools in their areas in an enrichment way. They have also been involved in the community theatre. It is planned that they will eventually become involved in the Broward Community College Program for the Gifted if time, College staff, and budget allow.

Dr. Fred Skalny heads the Gifted Child Program for Broward County at this time and his remarks are also on tape. As he has said, there has never been any official "Gifted Child Program" in Broward County. It has been included in the program for the Exceptional Child but the emphasis has been on the below normal intelligence rather than on the high level of intelligence, probably because of the idea of democratic ideology prevalent in this country for the past ten years relating to the underprivileged, and partly because of the fact that now additional funds are available for this type program and everyone wants to get his share. Some teachers who worked at Nova, continues Dr. Skalny, were handling that type of program and were paid from the funds of Dr. Wieland, Director of the Exceptional Child Department. Now, because of the F.T.E. (Full Time Equivalency) funding formula, approximately 2000 students have been identified as Gifted in Broward County and some programs have already been set up, such as the one Mrs. Pippin spoke of, and there are others. Approximately 75 staff members are working throughout the county now and more will be added for the coming school year. The students get special help with their projects on a basis of seven to twelve hours a week for which the school receives additional funds.

To date, most of the emphasis is on the elementary and middle school as it is believed that this is where the program should begin. Also, it is felt that in most instances the high school program provides some assistance along these lines by course offerings of higher levels, such as honors classes, advanced placement, et al.

Evaluation of the Gifted student is accomplished by screening through the recommended process of teacher evaluation, testing for academic potential, and creative interest as shown in the classroom or outside. Skills of all kinds are considered. Those working about two years above grade level are the ones who usually are tested first, as well as those showing talent in art, music, or physical skills. A score of 130 I.Q. has been discussed but this has not been set as the absolute cut-off point for selection for the Gifted Child Program.

So far, there are about ten teachers trained in working with the Gifted. At present, if these teachers were assigned to areas to assist in planning for the in-school programs, they could be used to advantage. However, at the present time, teachers of the Gifted are taking care of programs in their own schools as laboratories to which other teachers of the Gifted may come for demonstration, ideas, and advice. Invitations are extended to any who wish to take advantage of observing the program in action, and in this way, ideas are exchanged.

Dr. Skalny recognizes that in selecting teachers to work with the Gifted it is important to understand that the person should be one who will not be made insecure by the questioning curiosity of the Gifted child, but rather it should be a person who is able to understand and tolerate the range of differences. For this reason, a very brilliant teacher in his field who tolerates no deviation from his presentation might not be the one to work with the exploring curiosity of the Gifted child in that field.

Florida Atlantic University is offering for the first time a program for teachers who will be dealing with the Gifted child, and a few other universities and colleges already have such a program.

In 1973, the Florida Legislature committed itself to appropriating funds which could be used to continue the present programs for the Gifted and to encourage others by allotting special monies for that provision. This money is presently being used not only to carry on the present programs, but to expand them, to identify more children in every school and to set up pilot projects which may be used to build on for a total school program in Broward County. Broward Community College is being asked to help.

Evaluating the Results of the Practicum

A group of forty middle school students participated in the pilot project between Olsen Middle School, Fort Lauderdale, Florida and Broward Community College. The students were in the age group from 11 - 14, encompassing grades 6 - 8. These students had been identified as Gifted by the County School Board Special Services Staff under the supervision of a school psychologist. A data card was designed to obtain specific information regarding each child enrolled in the Gifted program in that school in order to obtain information relative to the pilot project. (See data card which follows). The original group was to be selected and matched for sex and I.Q., however, the twenty finally used in the experiment were those who were not absent from any of the programs. The only exception was the Self-concept Program where anonymity was essential, necessitating the use of data on all of the forty students.

In the following data sheets the students are listed as subjects A through T in rank order of I.Q. Subject A had the highest I.Q. which was 138. Subjects S and T represented the lowest I.Q.'s which were 130.

Behavioral objectives were set forth for three programs (Planetarium Program (Astronomy). Art Program, and Mass Communications (Publications/ Data Systems Program.) Information obtained from other programs were evaluated by different procedures which are self-explanatory.

At the end of each program there is a resumé of taped interviews with Broward Community College personnel involved with the specific programs. These tapes may also be distributed to interested teachers of Gifted students for their consideration for possible participation with Broward Community College programs. At the conclusion of the information regarding specific programs, resumés of two taped interviews follow with: (1) Dr. Fred Skalny, Coordinator, Special Learning Disabilities and the Gifted Child Program, School Board of Broward County, concerning, "Broward County and the Gifted Program." (2) Mrs. Joan Pippin, instructor of the Gifted for grades 1 - 5 at Bennett Elementary School, Broward County School System, Fort Lauderdale, Florida, regarding, "The Origins and Growth of the Gifted Child Programs, National, State, and County Wide."

In addition to the resumés provided in this Practicum section, the original tapes are also included. A photo album depicting the various programs, students and Broward County School and Broward Community College personnel involved is enclosed, as well as a brochure designed specifically for this program.

Included in the Practicum section along with the surveys from the students, parents and principals are some of the teacher surveys carried out by Dr. Fred Skalny, County Coordinator, to obtain input for determining the value of the program and for obtaining information which would be valuable in implementing the results gained from the pilot study.

Various workshops sponsored by the Broward County School System were held at intervals throughout the year. During these workshops, Dr. Skalny attempted to have those teachers already working with the Gifted provide input into the meetings which would aid teachers new to the program. The questionnaires subsequently distributed and partially evaluated by Dr. Skalny are included in the Practicum. The workshops are continuing and the evaluation of their effects will be handled by Dr. Skalny as the evidence of their value to the School System becomes apparent.

If there is evidence that these workshops are not adequate for the total training purpose, then Broward Community College may become involved in providing instructors to train the Broward County teachers working with the Gifted.

DATA CARD

Name ______________________________ School ______________________________

Date of Birth ____________ Sex _____ Race _____ Grade ______________________

IQ: _____ SPECIAL TALENT ______________________________

____

Placement of Gifted in Relation to Others (Rank Order): ______________
Group Testing Scores (if possible): ______________________

Attendance in Enrichment Program at BCC: ______________________

Family Status: ______________ Marital Status of Parents: ______________
No. of Children in Family: __________

Parents' Education:
Father ______________________________
Mother ______________________________
Guardian (specify) ______________________________

Parents' Employment:
Father ______________________________
Mother ______________________________

Parents' Income:
Father ______________________
Mother ______________________

OLSEN MIDDLE SCHOOL

I.Q.	GRADE LEVEL 6TH:		GRADE LEVEL 7TH:		GRADE LEVEL 8TH:		GRADES 6-8
	M	F	M	F	M	F	TOTAL
138		1					1
137			1				1
136							0
135				1			1
134			1				1
133	1	2	1				4
132		2		3	1	1	7
131		1	2				3
130			1		1		2
TOTALS	1	6	6	4	2	1	20
MEAN IQ	133	133	133	133	131	132	133

THE PRACTICUM

BEHAVIORAL OBJECTIVES PLANETARIUM PROGRAM

Three objectives have been defined which will provide behavioral outcome which can be objectively evaluated. The evaluation procedure will be based on the pre and post test design.

(1) It is expected that 70% of the participating students will increase their knowledge of our prehistoric world based on their response to items 1 through 11 by appropriately answering (by a rating of 3 or greater) 8 out of 11 questions.

(2) It is expected that 60% of the participating students will increase their knowledge of behind the scenes production based on their response to items 12 through 17 by appropriately answering (by a rating of 3 or greater) 4 out of 5 questions.

(3) It is expected that 50% of the participating students will indicate that their experience in the Planetarium Program increased their knowledge in specific areas based on items 18 through 26 by answering the questions.

EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE PLANETARIUM PROGRAM

Three objectives have been defined which will provide behavioral outcome which can be objectively evaluated. The evaluation procedure will be based on the pre and post test design.

(1) Objective number one stated that it was expected that 70% of the participating students would increase their knowledge of our prehistoric world based on their responses to items 1 through 11 by appropriately answering (by a rating of 3 or greater) 8 out of 11 questions. Fifteen out of twenty met the objective resulting in 75% compliance which exceeded the 70% expected.

(2) Objective number two stated that it was expected that 60% of the participating students would increase their knowledge of behind the scenes production based on their response to items 12 through 17 by appropriately answering (by a rating of 3 or greater) 4 out of 5 questions. Thirteen out of twenty met the objective which resulted in a 65% compliance versus the 60% expected.

(3) Objective number three stated that it was expected that 50% of the participating students would indicate that their experience in the Planetarium Program increased their knowledge in specific areas based on items 18 through 26 by answering the questions. Seven items (Numbers 18, 19, 20, 21, 22, 26) received positive responses from all students, resulting in 100% compliance. Item 25 received 18 positive responses out of 20 resulting in 90% compliance. Item 23 received 15 positive responses out of 20, resulting in 75% compliance. The overall average on items 18-26 was, therefore, 88.3%.

PRE-TEST

ASTRONOMY PROGRAM PLANETARIUM BROWARD COMMUNITY COLLEGE

STUDENT'S NAME ____________________ DATE ________________

GRADE ____________________ SCHOOL ________________

AGE _______ BIRTH DATE ________________

Directions: On the lines below sentences are begun but not finished. Complete each sentence in a way you consider will give accurate information about that subject.

Sample: A shovel is used for the purpose of ________ (digging).

1. Stars are born out of ______________________________
2. The age of the earth is ______________________________
3. The appearance of pre-historic earth was a mass of ________________
4. A reptilian class of animal most dominant in pre-historic times was ___ ______________________________
5. The age of a star can be determined by ______________________________ ______________________________
6. Pre-historic life forms originated in ______________________________
7. The phase of the evolution of the earth when the oceans were born could be described as ______________________________
8. When the earth was first formed, its atmosphere was characterized as __ ______________________________
9. Today the earth's atmosphere is characterized as ________________ ______________________________
10. The dinosaur disappeared because ______________________________

11. Man has been on earth approximately how long by comparison to other forms ____________________

____

12. To give the most emphasis to an item on a slide, the photo slide preparation employed is ____________________

____

13. A panorama is prepared by ____________________

____

14. Slide projectors are used for ____________________

____

15. In preparing a Planetarium Program, the actual spoken message is produced or blended with music by ____________________

____

16. The most effective procedure for producing a Planetarium Program which contains both the spoken message and background music includes ____________________

____

17. Characteristics of a good narration in a Planetarium Program are ____________________

____

____

____

POST-TEST

ASTRONOMY PROGRAM PLANETARIUM BROWARD COMMUNITY COLLEGE

STUDENT'S NAME ______________ DATE ______________

GRADE ______________ SCHOOL ______________

AGE ______ BIRTH DATE ______________

Directions: On the lines below sentences are begun but not finished. Complete each sentence in a way you consider will give accurate information about that subject.

Sample: A shovel is used for the purpose of _____ (digging).

1. Stars are born out of ______________
2. The age of the earth is ______________
3. The appearance of pre-historic earth was a mass of ______________
4. A reptilian class of animal most dominant in pre-historic times was ______________
5. The age of a star can be determined by ______________
6. Pre-historic life forms originated in ______________
7. The phase of the evolution of the earth when the oceans were born could be described as ______________
8. When the earth was first formed, it's atmosphere was characterized as ______________
9. Today the earth's atmosphere is characterized as ______________
10. The dinosaur disappeared because ______________

11. Man has been on earth approximately how long by comparison to other forms ______________________________

____

12. To give the most emphasis to an item on a slide, the photo slide preparation employed is ______________________________

____

13. A panorama is prepared by ______________________________

____

14. Slide projectors are used for ______________________________

____

15. In preparing a Planetarium Program, the actual spoken message is produced or blended with music by ______________________________

____

16. The most effective procedure for producing a Planetarium Program which contains both the spoken message and background music includes __________

____

17. Characteristics of a good narration in a Planetarium Program are ________

____

____

____

18. In addition to any of the above, I observed ____________________

____

____

19. In addition to any of the above, I was impressed by ______________

____

20. The Planetarium made me feel ____________________

____

21. I liked most the ____________________

____

22. I learned more about ____________________

____

23. If I were assigned the task of planning a program for other middle school children visiting the Planetarium, my program would include: ____________

____

____

24. Having a telescope of my own would be ____________________

____

25. Before visiting the Planetarium I never heard of ______________

____

____

26. I would like to know more about ____________________

____

____

MEMORANDUM

TO: Mr. Gladwyn Comes, Astronomy

FROM: Carol Findley, Articulation CF

DATE: February 4, 1974

SUBJECT: GIFTED CHILDREN PROGRAM - OLSEN MIDDLE SCHOOL

Thank you for all your help with the program for the Gifted children from Olsen Middle School. The students and instructors were most pleased with the BCC program.

Attached find pre and post tests for the Planetarium Program. I would appreciate your having three members of your staff serve as a panel of experts to check the answers for us. Please have your panel rate responses to questions 1 through 17 on a 5 point scale as follows:

5 - Excellent responses
4 - Very good responses
3 - Good responses
2 - Fair responses
1 - Poor responses

If the experts do not agree on the number a response should receive, average the response number, or if two agree on one number and the third person agrees on another number, the number recorded should be the one that two out of three experts agreed upon. Would you please list the names and positions of the three persons serving on the panel.

I will send you a complete report of the Gifted child project at a later date. Meantime, thank you kindly for your cooperation.

CF:ym

ASTRONOMY PROGRAM

OLSEN MIDDLE SCHOOL

	APPROPRIATE	RESPONSES	
SUBJECTS	TO PRE-TEST QUESTIONS 1 - 11	TO POST-TEST QUESTIONS 1 - 11	GAINED RESPONSES
A	5	9	4
B	7	11	4
C	6	10	4
D	7	8	1
E	5	10	5
F	1	6	5
G	4	10	6
H	3	6	3
I	5	7	2
J	5	9	4
K	8	10	2
L	6	9	3
M	3	10	7
N	4	10	6
O	3	7	4
P	4	8	4
Q	4	9	5
R	2	3	1
S	6	6	0
T	4	9	5
	92	167	75

OLSEN MIDDLE SCHOOL

SUBJECTS	APPROPRIATE RESPONSES TO PRE-TEST QUESTIONS 12 - 17	APPROPRIATE RESPONSES TO POST-TEST QUESTIONS 12 - 17	GAINED RESPONSES
A	1	3	2
B	3	4	1
C	4	6	2
D	4	6	2
E	1	4	3
F	0	0	0
G	2	4	2
H	0	2	2
I	2	4	2
J	2	4	2
K	2	6	4
L	1	4	3
M	2	5	3
N	1	4	3
O	1	2	1
P	2	5	3
Q	1	5	4
R	1	0	1
S	2	3	1
T	1	3	2
	33	74	43

ASTRONOMY PROGRAM

In considering the responses of the Olsen Middle School students to the post test questionnaire, the following results were noted:

QUESTION

#18: (WHAT OBSERVATIONS WERE MADE IN ADDITION TO THOSE ALREADY NOTED?)

All the students listed additional observations.

#19: (WERE THEY IMPRESSED BY OTHER PARTS OF THE PROGRAM IN ADDITION TO THOSE PREVIOUSLY LISTED?)

All the students gave positive responses to the question.

#20: (HOW THE PLANETARIUM MADE THEM FEEL?)

All the students responded positively.

#21: (WHAT THEY LIKED THE MOST.)

All the students expressed interest in some particular part of the program.

#22: (WHAT THEY LEARNED MORE ABOUT.)

All the students stated that they learned more about certain parts of the program than they had previously known.

#23: (WHAT THEY WOULD DO WERE THEY ASSIGNED THE TASK OF PLANNING A PROGRAM FOR OTHER MIDDLE SCHOOL CHILDREN VISITING THE PLANETARIUM?)

Fifteen responded positively with suggestions; three gave negative responses; two omitted answering the question.

#24: (ASKED HOW THEY WOULD FEEL ABOUT HAVE A TELESCOPE OF THEIR OWN?)

All answered positively.

#25: (ASKED IF THEY HAD LEARNED SOMETHING NEW FROM THEIR VISIT?)

Eighteen responded positively; two omitted the answer.

#26: (WHAT THEY WOULD LIKE TO KNOW MORE ABOUT?)

All students listed positive statements.

SUMMARY

173 Positive Responses

3 Negative Responses

4 Unanswered (The four listed under "Other" were the unanswered).

SUGGESTIONS:

Of the Negative Responses: One suggested that there should be more interesting slides and more understandable language.

Another suggested that the program be shortened by approximately 30 minutes.

A third suggested that more equalization of time be considered.

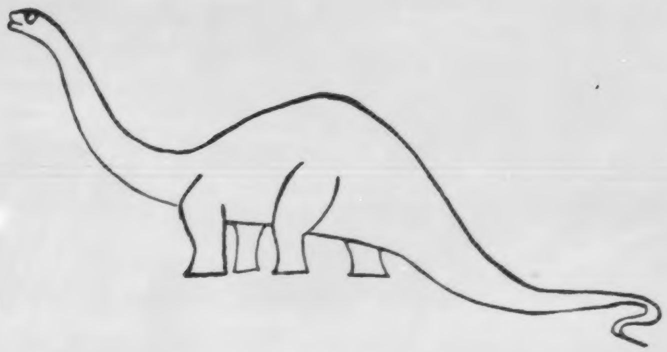
Other suggestions included: Allowing more time for the library; more information on photography; more comment concerning the comet Kohouteck.

ASTRONOMY PROGRAM

OLSEN MIDDLE SCHOOL

Item Number POST-TEST	Positive Response	Negative Response	Other	Total Responses
Item #18	20	0	0	20
Item #19	20			20
Item #20	20			20
Item #21	20			20
Item #22	20			20
Item #23	15	3	2	20
Item #24	20			20
Item #25	18		2	20
Item #26	20			20
Total:	173	3	4	180

"OUR PREHISTORIC WORLD"



FIVE BILLION YEARS AGO OUR SOLAR SYSTEM WAS BORN OUT OF A GIGANTIC COSMIC CLOUD OF GAS AND DUST. OUT OF THE HEART OF THIS CLOUD, OUR SUN WAS FORMED-COOL AT FIRST, THEN GRADUALLY HOTTER AND HOTTER UNTIL IT REACHED SEVERAL MILLION DEGREES. OUT OF THE REMAINING MATERIAL OF THIS CLOUD, ALL THE OTHER PLANETS WERE FORMED; THEIR BIRTH AND SUBSEQUENT DEVELOPMENT TOOK PLACE OVER A LONG PERIOD OF TIME. THEY SLOWLY SWEPT THROUGH SPACE, GRADUALLY ACCUMULATING MORE AND MORE OF THE REMAINING COSMIC MATERIAL - AND DARKNESS REIGNED.

THE SUN CONTINUED TO GROW HOTTER AND BRIGHTER SENDING OUT VAST STREAMS OF ENERGY, LIKE A GREAT WIND. GRADUALLY THIS SOLAR WIND BLEW AWAY MUCH OF THE REMAINING GAS AND DUST, AND SLOWLY THE PLANETS COOLED OFF AND BECAME SOLID. - AND THE EARTH BEGAN.

MAN HAS ALWAYS TALKED ABOUT A BEGINNING, AND IN GENESIS WE FIND THE ACCOUNT BEAUTIFULLY AND SUCCINCTLY STATED IN THE MIGHTY OPENING PHRASES. IT TELLS THE STORY BEST - "IN THE BEGINNING GOD CREATED THE HEAVENS AND THE EARTH. AND THE EARTH WAS WITHOUT FORM, AND VOID: AND DARKNESS WAS UPON THE FACE OF THE DEEP."

SCIENCE TEACHES US THAT THE BIRTH AND DEVELOPMENT OF OUR EARTH DID NOT PROCEED QUIETLY - VIOLENCE AND UPHEAVAL MARKED THE PROCESS AS THE EARTH'S CRUST FOLDED AND CRACKED UNDER THE STRAIN. VOLCANOES FORMED AND ERRUPTED, STEAM AND HOT LAVA COVERED THE SURFACE AND AS TIME ADVANCED VAST QUANTITIES OF RAIN FORMED AND FELL TO THE EARTH'S HOT SURFACE, AND THE OCEANS FORMED. GRADUALLY THE EARTH SETTLED DOWN INTO A MUCH QUIETER ROLE.

FOR ITS FIRST TWO BILLION YEARS, THE EARTH LAY BARREN AND LIFELESS. NO LIVING CREATURE WAS TO BE FOUND ON THIS PLANET. AS TIME PASSED, LIFE APPEARED - FIRST IN THE OCEANS AND THEN ON THE LAND. SIMPLE PLANTS AND ANIMALS APPEARED IN THE BEGINNING. LATER THESE ORGANISMS DEVELOPED SPECIALIZED PARTS AND BECAME MORE COMPLEX. FISH, AMPHIBIANS AND THEN THE REPTILE APPEARED; SUBSEQUENTLY, MAMMALS AND BIRDS TOOK OVER THE EARTH. INNUMERABLE OTHER SPECIES AROSE, FOUND THEIR NICHES AND CONTINUED. OTHERS WON TEMPORARY SUCCESS BUT WERE ULTIMATELY REPLACED BY DIFFERENT, MORE SUCCESSFUL OFFSPRING, OR SUCCUMBED TO CHANGES IN ENVIRONMENT. ALL OF THIS INFORMATION WAS FOUND THROUGH SCIENTIFIC EXAMINATION OF FOSSILS AND OTHER EVIDENCE FOUND BURIED IN THE SEDIMENTARY ROCK OF THE EARTH. BUT MUCH OF THE STORY IS INCOMPLETE, FOR SCIENCE HAS YET TO FIND A SIMPLE, CLEAR-CUT PROGRESSION IN THIS MASTER PLAN OF DEVELOPING LIFE.

THE HUGE DINOSAUR DOMINATED AND RULED THE EARTH FOR A PERIOD OF OVER 100 MILLION YEARS. WHEN THIS GREAT CLASS OF ANIMAL FINIALLY DISAPPEARED THEIR SOVEREIGNTY PASSED TO A CLASS OF ANIMALS, SMALLER AND FEEBLER IN BODY BUT ENDOWED WITH THE MENTAL AND PHYSICAL VITALITY TO MEET THE DEMANDS OF THE CHANGING EARTH. IT WAS PAUL WHO SAID: "GOD HATH CHOSEN THE WEAK THINGS OF THE WORLD TO CONFOUND THE THINGS WHICH ARE MIGHTY."

PLANETARIUM PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEWS

WITH

MR. GLADWYN COMES, DIRECTOR OF PLANETARIUM

AND

MR. FRED READ, PLANETARIUM ENGINEER

Carol Findley, Articulation Department
BROWARD COMMUNITY COLLEGE

Mrs. Findley talked with Mr. Gladwyn Comes, Director of the Planetarium at BCC, and with Mr. Fred Read, Planetarium Engineer. They discussed the program that had been planned for the Olsen Middle School Gifted students around the particular subject area, "Our Prehistoric World", which happened to be the Planetarium special show scheduled at that time. There had been a pre-test and a post-test given the students, and the behavioral objectives for this particular program were achieved. Mrs. Findley asked Mr. Comes to comment on the program.

"As you know," explained Mr. Comes, "the students were given a test in their school on some of the information contained in this program, then they came to BCC and saw the program, after which they were given another test. The show, 'Our Prehistoric World', was about the beginnings of our earth over three to four billion years ago. During the show, we showed them the formation of the earth and the development of life on the earth, and an idea of the theories we have on the biological origins of living species. The program is interesting and a great deal of information is transmitted. It is a type of program which not only is informative, but helps people see things in larger concept and by sights and sounds that are certainly different from the classroom approach, and more effective. From the results of the post-tests, it appears that these students had a very real learning experience from the Planetarium Program."

"Yes," said Mrs. Findley, "our expectations were that 70% of the participating students would have increased their knowledge through that particular part of the program, which, based on the responses to the questions they answered, they did. Mr. Comes, would you discuss some of the types of questions that we expected them to know the answers to by the time they finished the program?"

"During the show," replied the Planetarium Director, "we discussed the formation of not only the earth and the biological formation of animals and plants on the earth, but we also talked about the formation of the stars in the universe, and, as a matter of fact, the formation of the whole universe. One of the questions we asked was: 'How are stars born? Out of what process are they born?' Most of the Olsen Middle School students apparently came with very little knowledge of this. According to the pre-tests, they had no idea of the theory behind any of this, and after attending the program, they had apparently a much better understanding of the theories behind these questions. The age of the earth is another question we asked them, and as I recall, a great number of them had some concept of this, but a majority of them didn't have any idea of this either. We discussed the appearance of prehistoric earth and how we think the way we do from the evidence in the rocks of today's world, and we compared visually how the earth might have been then with what it is today. I feel that the students grasped this very well. Of course, it must be mentioned that with anything we present at the Planetarium we always qualify and point out that this is a theory, and that even minor changes can alter a theory. We tell them a theory is just a model that we use, it is the way things seem to look, and that we must keep an open mind. We asked the children also about a reptilian class of animal dominant in prehistoric times, and this they knew pretty well because they've been introduced to the concept of the type of life that existed during the so-called Dinosaur Age. But we were able to show them some very excellent photographs of dinosaurs, possibly introducing them to a greater number than they were aware of. We also talked to them about the age of stars and how this can be determined by modern methods. About this particular question, they knew virtually nothing before the program. After the show was over, they seemed to have a little more insight into that as well. We talked about prehistoric life forms and how they originated. Here, also, they seemed to develop some understanding. We talked about the phases of the evolution of the earth, how the oceans were born. When asked to elaborate upon this in a form that they filled out, they were quite perceptive in their answers. Another point we questioned them on was 'When the earth was formed, its atmosphere was characterized as different than it is today.' This was another area they seemed to grasp, that the atmosphere at first wasn't the same as it is today. They seemed to understand that if you lived perhaps a billion or two billion years ago, certainly that the atmosphere would have been a lot different, and possibly life could never have developed here on this planet under the conditions that we have today. Naturally, they understood today's atmosphere and how it is different. We tried to get them to understand why or how the dinosaur disappeared. The idea of the whole show being for everyone to see the inter-relationships between various organisms...that there are certain conditions that allow an organism to survive, and if the conditions are drastically changed, then perhaps that organism will no longer survive, and this is what happened to the dinosaurs. The youngsters seemed to grasp this quite well. Then we talked about how long man has been on the earth and we asked them questions regarding this topic. In summation, I think these children were able to get a great deal from this particular Planetarium show. It seemed a very natural type of show for Gifted youngsters, and it still amazes me to see the quick grasp that some of these kids have. In this particular case, they came to us with virtually no knowledge of these rather difficult concepts, and they left, judging from their responses to the post-test questionnaires, with what would appear to be a great deal more knowledge on the subject."

Mrs. Findley then explained the second part of the Planetarium Program. "We had a behavioral objective on behind-the-scenes type of activity which involved how the Planetarium shows were developed and put together. We achieved our behavioral objective in the second part of the program, too. We expected that sixty percent of the participating students would increase their knowledge of behind-the-scenes production based on the responses to the questions they were asked." Mrs. Findley then asked Mr. Read, who was in charge of the second part of the program, to explain a little about how the behind-the-scenes part of the Planetarium Program was developed and to relate some of the reactions of the students and the questions they asked.

Mr. Read said: "I guess almost everyone who comes to the Planetarium wonders how a program goes from a written script to a polished program, and these students were certainly curious about that.

When you walk into the Planetarium Chamber," Mr. Read continued, "you see a very sophisticated looking control console. One is suddenly confronted with some three hundred and fifty knobs, dials and switches staring one in the face. Naturally, these students were very interested in how all of this worked. They wanted to see what went on everywhere -- behind the console, in our projection rooms, slide preparation rooms, and the recording studio. Of course, they did not have much knowledge at all on how the Planetarium worked before they came.

One of the questions asked was about slide projectors and how they are used. We showed them how slides are made, duplicated, masked off, and enhanced in many special different ways. We told them how all this worked and gave them a small demonstration. Of course, the limiting factor was time. We had to rush, and meantime, the students wanted to know more and more. I sincerely wished we could have had the time to show them more, but, of course, we couldn't. We had to move on. We talked about the Planetarium sound track which is a tape recorder used to produce a sound track of voice and music. We talked about the narration - what it should be like, how it should be delivered, about the music and how the music enhances the program - building up high spots, climax, and suspense. We also discussed the panorama system existing in the Planetarium which consists of a series of several interlocked projectors that throw a scene across the horizon. This interested them greatly because it is a kind of awe-inspiring thing. When I showed them how this worked, they were very interested. All in all, I'm sure they left with a great deal of knowledge as to how a Planetarium functions and that they gained in this respect."

Mrs. Findley asked, "Mr. Read, can you remember any of the questions the students had or any particular thing they were interested in?"

"Yes, I would say one of the things they were interested in the most was the console behind the Planetarium itself -- the control console, and what it can do. And, of course, here again, the lack of time and the small amount of room were the main problems because they were very inquisitive about the console. Being quite a large number of students, it was very difficult to get all behind the console who wanted to see it. But they were very interested in how it worked and I showed them as much as I could. They also were enthusiastic about the system in the sound room, and here again our problem was that it is a very small recording studio and we couldn't get them all in there at once. But we did our best to accommodate them and they were very interested in how this was operated. For example, the recorder we have has an echo chamber and it has a sound-on-sound device and quite a few special effects with this type of recorder can be created. We let them speak into the microphone on echo and things such as this which really seemed to enhance the interest they already had."

Mrs. Findley recalled that the students were reluctant to leave. "We had divided them into two groups and when it was time for them to switch areas, we had a very difficult time getting them to leave the Planetarium." Mrs. Findley then addressed the Planetarium Director: "Mr. Comes, if we had students who were particularly interested in Astronomy and wanted to know more about it, let's say that after taking part in the Planetarium program, they decided they wanted to pursue this subject and had developed a keen interest in it, is there anything we can do at BCC to nurture this interest in Astronomy?"

Mr. Comes said he was sure that it was possible. "We here at the Planetarium, are very much interested in spreading goodwill among the people of our community, but also we want to encourage youngsters and adults alike to be interested and more knowledgeable in the area of Astronomy. Upon occasion I've invited youngsters to come and sit in on an Astronomy class, however, that presents a few problems because the business of classwork is a little different. When you have college students in there and the youngster is, let's say, from a grade school, he is certainly welcome, but it has to be in a very limited manner in respect to the regular college classes. But we do have an Astronomy Club, not for the very young, but for youngsters of Middle School age perhaps, especially if they're mature. They are welcome to attend our Astronomy Club meetings on Thursday evenings where they meet with people of like interest. It is surprising the understanding some of these youngsters have of Astronomy, so they might fit in very well. They are also welcome to come out on Thursday evenings when we use our telescopes -- this whets the appetite of a great many people and it starts them on a very interesting hobby for life. We'll do anything to encourage Astronomy. We've been working with the public schools for a long time and it's rather an informal program, one that we sort of play by ear, trying to determine the needs of the youngsters at that particular time. But certainly we can do something for them."

Mrs. Findley asked Mr. Comes if he had any recommendations for future programs, perhaps some ideas as to how we might improve the program.

Mr. Comes had the following comments to make. "One of the most important things, as I see it, regarding the presentation of our Planetarium Program to young students is, of course, that it should entertain, but it also should meet some need and should educate. For instance, frequently, in the public schools, while the teachers are giving instruction in a certain subject area, we, at the Planetarium, can reinforce that area. For example, if a teacher is on a unit of European History, especially around the 1500's, it would be a very fine thing for the students to come out here to view an Astronomy program where we could discuss the sky as seen in that particular period of time. We did a show last year called, 'The Voyage of Magellan' which would fit into a history class very well. And this is one of the things we try to do. We try to write programs that center around intellectual topics --topics that may not all be pure Astronomy. Besides history, we do programs that center around biology. Very often the mistake is made of compartmentalizing knowledge when actually, all knowledge is related. So we are capable of doing a great deal in that respect and I think that teachers should be made aware that this kind of thinking exists here at the BCC Planetarium. Most of the teachers that we have already dealt with in the public school of course, already know this, but some of the middle schools and high schools probably don't realize it. We would like all the teachers to know that when a group of youngsters are studying a particular area of a subject, we can either give them a program which will whet their interest in that particular study, or, after the program is over, we can give them a Planetarium show which will be the culmination of all the things that were covered in that subject area. Naturally, these things have to be worked out well in advance, but we have been doing this type of thing in a formal way with public schools for a long time. We just haven't done it too much with the higher grades. The teachers of the lower grades seem to be more cognizant of this interaction between outside activities and what goes on in the class. Perhaps the high school teachers and junior high teachers are just too busily engaged in classwork activity - there are undoubtedly reasons why we don't get as many of these students - but we would certainly like to do programs for the older students as well. This would be my suggestion ... to offer programs that fit into the school curriculum and enhance the studies that youngsters are undertaking in order to give them a greater interest in what they are studying and the world around them."

Mrs. Findley thanked Mr. Comes and asked Mr. Read if he had some recommendations for the behind-the-scenes activities part of a Planetarium Program, or, in the Program generally, for the future.

Mr. Read said that he did. "I would say that for behind-the-scenes, the two main things that we need more of and would need more in the future, are smaller groups and more time. The groups would need to be divided up into smaller segments so that students can come through in one small segment at a time. Although we more or less tried to do this the last time with the Olsen group, it didn't quite work because we didn't have quite enough time and had too many people per group. We have several very small rooms here at the Planetarium with much expensive equipment that not only requires individual monitoring but which we must keep an eye on. Therefore, for behind-the-scenes programs, we have a problem with students being able to hear and see demonstrations of this specialized equipment contained in the small rooms. But, as this is a very interesting aspect of the Planetarium, I'm sure these students would enjoy the program more if they could see more of the actual operations and perhaps even do a little themselves. It might be possible to do a very small mini program on this particular aspect of the Planetarium in the future, here again, time being the limiting factor. Of the Planetarium Programs in general, I would say that, as Mr. Comes said earlier, we would like to do programs that will fit the need of the individual class, teachers, or students, which would include my part of putting the programs together once they are written. Here again, it is a time-consuming task, but other than that, we want very much to mold the programs to fit the needs, and I'm sure something like a behind-the-scenes program could be done and be interesting and worthwhile if there were more time allocated and smaller groups to handle."

Mrs. Findley had one last question to ask Mr. Read. "If we did have students who were particularly interested in behind-the-scenes activities, since you are the Planetarium Engineer, do you think that there might be an opportunity, on a limited basis, taking staff time and facilities available into consideration, for a few students to come to the Planetarium and talk with you to learn more about your particular area?"

Mr. Read replied that this, in fact, does happen at the Planetarium. "We have many interested students who do come out to us wanting to do this type of thing. Here again, the only limiting factor is the staff time. We have our own programs we have to develop and it takes several months to get one Planetarium show completed. If the problem of time is taken into consideration, I'm sure that we could do this. Personally, I enjoy doing it and I know that students are usually thrilled to be able to do this type of thing. In fact, we have people almost knocking the door down, so to speak, asking us if they can't work here as volunteers or something similar, which, of course, they cannot. But I'm certain that it is possible to work this out in the future."

Mrs. Findley thanked Mr. Comes and Mr. Read for taking the time to discuss the Planetarium visit by the Olsen Middle School Gifted children with her.

LIBRARY PROGRAM

STUDENT______________________________ DATE______________________________

BIRTHDATE______________________________ SCHOOL______________________________

MENU

1. You are going to learn about:
    A. Catalog system used by BCC.
    B. Type of filing system.
    C. Inter-loan library system.
    D. Differences between your library and college library.
    E. Kinds of books.
    F. Types of magazines.

EXTRAS

1. What is another name for a magazine?

   ____

2. What is the name given to the system used to catalog books?

   ____

3. What kind of books are not put in the BCC library?

   ____

4. What kind of magazines are available in the BCC library that are not available in your library?

   ____

   ____

5. For what kind of study are the college books bought?

   ____

   ____

6. How does the location of the library differ from yours?

   ____

   ____

   ____

LIBRARY PROGRAM

In considering the responses of the Olsen Middle School students to the Library questionnaire, the following results were noted:

QUESTION

#1: (WHAT IS ANOTHER NAME FOR A MAGAZINE?)

Nineteen students responded with a correct answer; one student omitted answering the question.

#2: (WHAT IS THE NAME GIVEN TO THE SYSTEM USED TO CATALOG BOOKS?)

All students responded correctly.

#3: (WHAT KIND OF BOOKS ARE NOT PUT IN THE BCC LIBRARY?)

All answered correctly.

#4: (WHAT KIND OF MAGAZINES ARE AVAILABLE IN THE BCC LIBRARY THAT ARE NOT AVAILABLE IN YOUR LIBRARY?)

All students gave positive responses to the question.

#5: (FOR WHAT KIND OF STUDY ARE THE COLLEGE BOOKS BOUGHT?)

All students responded with appropriate answers.

#6: (HOW DOES THE LOCATION OF THE LIBRARY DIFFER FROM YOURS?)

Eighteen students gave positive responses; two students did not respond to the question.

LIBRARY PROGRAM

OLSEN MIDDLE SCHOOL

Item Number	Positive Response	Negative Response	Other	No Response	Total Responses
Item #1	19	0	0	1	20
Item #2	20	0	0	0	20
Item #3	20	0	0	0	20
Item #4	20	0	0	0	20
Item #5	20	0	0	0	20
Item #6	18	0	0	2	20
Total:	117	0	0	3	120

LIBRARY PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEW

WITH

MRS. FRANCES BROWN, LIBRARIAN

Carol Findley, Articulation Department
BROWARD COMMUNITY COLLEGE

Mrs. Frances Brown, Librarian at Broward Community College, met with Mrs. Findley to discuss and review the structure and results of the Library Program for the Olsen Middle School Gifted students. Mrs. Findley briefly reviewed some of the program results.

The students were asked to fill out a questionnaire and some of the questions were as follows: "What is another name for magazines?" (Mrs. Findley explained that this was the type of information that the students were expected to know once they finished the program). Nineteen of the students responded with correct answers out of a total of twenty; one student omitted answering the question. They were asked, "What the name was that is given to the system used to catalog books?" All the students responded correctly to that particular question. To the question, "What kind of books are put in the BCC library?" - all answered correctly. To the question, "What kinds of magazines are available in the BCC library that are not available in your library?" - again, all the students gave positive responses. To the question, "For what kind of study are the College books bought?" - all the students responded with appropriate answers. How des the location of the BCC library differ from yours?" - eighteen students gave positive responses; two students did not respond to the question.

Mrs. Findley then asked BCC Librarian, Mrs. Brown, to discuss the program offered the Olsen students regarding the library, how it was divided, what the students did when they visited the library, and the inter-loan system.

Mrs. Brown, in narrating the Library Program in detail, said that it had been a very informal program.

The students met with Mrs. Brown downstairs in the Reserve Room so that the children would stay together and she could talk to them a little without disturbing those in the main library area. She explained to them the general layout of the library and what a college library tries to do for a college. They listened, answered some of her questions, and she explained the differences between a college library and a school library. At the end of fifteen or twenty minutes they came upstairs to the main reading room and the magazine room, and Mrs. Brown gave them a quick informal tour of the locations of different materials, explaining some things to them, for example, how the cutter numbering is different.

Mrs. Brown pointed out that she felt the most important thing in the program for the Gifted was that these students know of the research material available in the BCC library for checking out and understanding the procedure. If they knew how to go about this, there would be books in the BCC library that they might well use in their studies, being the kind of students that they are. It did not seem so important to her that they know where the magazines are kept so long as they understood that if their own school library could not supply in-depth information on a subject -- for instance, they might need more information for a report they might be working on -- they should be aware that they can go to their own school librarian and with her assistance, be able to get additional background material for their work through an inter-library loan system. Mrs. Brown made it as clear as possible that the material in the

College could be useful to them and can be made available to them as well as to the College students.

Mrs. Findley reminded Mrs. Brown that the fact was also mentioned that this would be useful to the librarian at their school to use, not only as a backup to their own library resources, but because then the librarian would know what books the students were actually looking for, the type books perhaps that their library actually needed and she could possibly order the specific books needed by students for the following year.

The BCC Librarian said she felt that this was a good part of the program and that she was glad that the Olsen Middle School Librarian, Mrs. Rosaline Brown, was able to come to Broward Community College with the students so that she, too, would understand the process by which she could check out material from the College library for her students. "And," she added, "there is certainly a fringe benefit in getting some idea of the interests of the students and what books they might need in the future for reference in her own book-buying program."

Commenting on the Library Program as a whole, Mrs. Findley said that she had noted the students had requested, if they had the program again, more time in the library. Also, she had been really surprised how readily the boys and girls went to the different files to look up books, how they had examined the stacks looking to see what type of books the College had. She noticed that they had utilized the time in the library actively, not standing around in groups talking. They had seemed very anxious to investigate in order to find out what type information was contained in the library. She felt they could easily have spent another half hour just browsing around.

Mrs. Brown agreed that they had "scattered like a covey of quail" once they entered the main reading room, many going straight to the card catalog. "They were a very sophisticated bunch of students as far as library usage goes, and I like to think that the twenty minutes that I spent with them was responsible for this, but I'm afraid I can't take credit because obviously, they brought with them a great deal of background in doing research. Someone along the line has done a good job with these kids teaching them how to use a library because they understood immediately where to go and how to go about it, needing very little direction."

Mrs. Findley said that the Olsen students spent a total perhaps of forty-five minutes in the library as it was a day in which several programs had been combined. An hour had been given to the Planetarium Program, and another half-hour for a behind-the-scenes Planetarium Program. Then approximately forty-five minutes had been spent in the Learning Resources Department, leaving forty-five minutes for the library. She thought that if such a program were done again, perhaps an hour and a half could be spent in the library, although this seemed like a long time -- at least it had seemed so when the program was being planned originally. But after going through it one time, she felt that the students could be allowed at least a half-hour of browsing time, checking the stacks and looking in the files, asking questions and getting into reference material.

The BCC Librarian pointed out in her remarks to the students during the program that anybody in Broward Count[illegible] free to use the BCC library at any time. "They are free to come here, do their research, xerox materials, use the periodicals or whatever their needs might be. The only restriction on this is that the materials cannot be checked out to individuals who are not currently enrolled in the College. This makes for problems. BCC students have priority. The library has a bad batting average for getting books returned from people who are not enrolled in the College. If there was a need and if provisions had been made, there would be no question that anyone would be welcome to come to the library, particularly in the late afternoons or evenings, they would be more than welcome. The only rule or operating policy we make about this at the present extends to the Nova High School/Middle School complex. Those students have been asked to come after two o'clock in the afternoon because, in the past, it was found that if a lot of students come in the morning, and the situation is new to them, that the library staff needs to spend more time with them, sometimes to the detriment of time with our own students who may be soliciting help in research or have location problems. The BCC student population tends to concentrate in the morning hours which are the very busy times in the library. It is less busy in the afternoons, and certainly less in the evenings. Of course, it would be necessary for visits to be structured -- the students would have to be transported, both coming and going, and that sort of thing. But there would be no problem about using the facilities of the library, even less problem as far as these particular students are concerned as they really seem to know their way around."

Mrs. Findley asked Mrs. Brown, if, inasmuch as it was a first for the program and rather limited in time, and the concentration had been on reference books, periodicals and so forth, if there were additional materials or equipment available through the BCC library that were overlooked which might have been interesting to the students or that could be investigated in a future program.

Mrs. Brown said she thought certainly one of the strengths of the BCC library as compared to a school library is the BCC microfilm collection of backdated periodicals and the depth of this periodical collection as compared to most school libraries. She explained that the questions of use and budget usually limits the magazine and periodical subscriptions that a middle school might have. She felt that the BCC library could be helpful in that area. "Other than that," Mrs. Brown said, "the prime use that could be made of our library is not so much in areas that are different, but just the depth in those areas that would not be available to students in the middle school. For example, if the students were interested in wild life or in some question of ecology, their middle school library is going to deal with that subject, but it would deal with it on a very different level as compared with the material that BCC would have available. The College library could offer the depth which these students, in perhaps pursuing studies beyond the average middle school student, might need or at least find very interesting."

Regarding the questionnaires given the students and which were discussed a little at the beginning of this report, Mrs. Findley asked Mrs. Brown whether these needed changing, also what she hoped the students would respond to those particular questions.

Mrs. Brown said she thought the students did very well and were very definite in their ideas about what they were interested in looking for in the library. She said: "They were a sparkly group that responded quickly. I don't know that we'd really want to change the questions. I think that these were fine and they related to what was told the students. I still feel that the important thing is that they know or have a pretty good idea of what we can do for them in the way of research that they could not find in a public library or their own school library. If they came out of this program with an understanding of what is available and how to go about checking books out or using the library to look up something they need to know, then I think that's the important thing."

Mrs. Findley asked Mrs. Brown if she had any additional recommendations if another group came out to the College and went through the Library Program, besides the fact already mentioned of having additional time.

Mrs. Brown could not recommend anything else to add to the program except to say that more time was a good idea. She also said that she felt almost insistent that if it were at all possible to make arrangements as far as school scheduling goes, to have the school librarian come with them because it would be helpful to her for future programs. Other than this, she did not see anything that needed changing, adding to, or taken away. She felt the students themselves could make the best criticisms or recommendations.

Mrs. Findley agreed with Mrs. Brown and said it was evident that in any future Library Programs, more time in the library would need to be allotted as the students had enjoyed their visit sufficiently to complain that the time spent there had been too short and, judging by their general enthusiasm and their responses, they seemed to have benefited a great deal from the Library

Program. On this note Mrs. Findley thanked Mrs. Brown and the discussion was ended.

LEARNING RESOURCES -- PROGRAM

STUDENT ______________________ DATE ______________________

BIRTHDATE ______________________ SCHOOL __________ __________

MENU

You are going to see:

- Specialized equipment
- Tape recorder
- Closed Circuit TV
- Video Tape recorder
- Film Strip
- Dark room
- Enlargement of pictures
- Language Lab

EXTRAS

1. What have you seen? ______________________
2. What did you like best? ______________________
3. Would you like to learn to take pictures and develop them? ______________________
4. Did you like seeing yourself on TV? ______________________
5. Does a tape recording of your voice sound the way you thought it would? ______________________
6. Would you like to learn a foreign language? ______________________
7. Would you like to visit Learning Resources again? ______________________
8. I would like to know more about ______________________
9. Did you enjoy seeing the collection of antique cameras? ______________________
10. Did you know that a TV picture could be recorded on tape? ______________________

LEARNING RESOURCES PROGRAM

In considering the responses of the Olsen Middle School students to the Learning Resource questionnaire, the following results were noted:

QUESTION

#1: (WHAT HAVE YOU SEEN?)

All students listed various types of audio-visual equipment and/or processes.

#2: (WHAT DID YOU LIKE BEST?)

All students gave positive responses with various examples of what they liked best.

#3: (WOULD YOU LIKE TO LEARN TO TAKE PICTURES AND DEVELOP THEM?)

Fourteen students gave positive responses; three gave negative responses; three indicated they already knew how.

#4: (DID YOU LIKE SEEING YOURSELF ON TV?)

Nineteen students gave positive responses; one student omitted answering the question.

#5: (DOES A TAPE RECORDING OF YOUR VOICE SOUND THE WAY YOU THOUGHT IT WOULD?)

Nineteen students responded that their voice did not sound the way they thought it would; one student did not respond.

#6: (WOULD YOU LIKE TO LEARN A FOREIGN LANGUAGE?)

Seventeen students gave positive responses; three gave negative responses.

QUESTION

#7: (WOULD YOU LIKE TO VISIT LEARNING RESOURCES AGAIN?)

All students gave positive responses to the question.

#8: (I WOULD LIKE TO KNOW MORE ABOUT ...)

All students stated examples of media they would like to know more about.

#9: (DID YOU ENJOY SEEING THE COLLECTION OF ANTIQUE CAMERAS?)

All students gave positive responses.

#10: (DID YOU KNOW THAT A TV PICTURE COULD BE RECORDED ON TAPE?)

All students responded that they did not know about video tape.

LEARNING RESOURCES PROGRAM

OLSEN MIDDLE SCHOOL

Item Number	Positive Responses	Negative Responses	Other	No Response	Total Responses
Item #1	20	0	0	0	20
Item #2	20	0	0	0	20
Item #3	14	3	3	0	20
Item #4	19	0	0	1	20
Item #5	19	0	0	1	20
Item #6	17	3	0	0	20
Item #7	20	0	0	0	20
Item #8	20	0	0	0	20
Item #9	20	0	0	0	20
Item #10	0	20	0	0	20
	169	26	3	2	200

LEARNING RESOURCES PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEW

WITH

BUD CALL, DIRECTOR OF LEARNING RESOURCES

AND

GEORGE CHILLAG, MEDIA SPECIALIST

Carol Findley, Articulation Department
BROWARD COMMUNITY COLLEGE

Mrs. Findley talked with Mr. Bud Call, Director of Learning Resources, and Mr. George Chillag, Media Specialist, about the program which took place in the Learning Resources Department of BCC for the Gifted children of Olsen Middle School.

Mr. Chillag commenced the discussion by reviewing what the program hoped to accomplish and how it had been conducted. He said the goals of the program had been primarily to orient these students on the acquisition of information via audio-visual processes. This was introduced through three basic areas of audio-visual information. One was information acquired through television, the second was graphic arts -- a visual two-dimensional material which includes photography. The third area was audio, which, like the other areas, was accomplished by a visit to the Language Laboratory where they were given explanations and the students were able to see the equipment as it is utilized in the Learning Resources Department.

"My own contribution to all of this," Mr. Chillag said, "was in the area of photography and demonstrating the basic processes in developing an image on film, letting the children actually take part in taking pictures, and then developing them within the darkroom facilities. Of course, due to the short period of time available, it was necessary to show the students only the most basic aspects of the equipment."

Mrs. Findley said that Mr. R. W. Anderson, the TV Engineer in Learning

Resources, had been in charge of the section of the program where the students appeared individually before the TV camera. This was played back for them and they could see themselves via video. As Mr. Anderson was not present, Mrs. Findley asked Mr. Chillag if he would mind explaining a little about the TV process that comprised this part of the program -- not so much the technical aspects, but what the objectives had been in this particular part of the Learning Resources Program.

Mr. Chillag thought the most important thing regarding use of TV and other sensory techniques, had been to show students that there are recording devices that are visual, there are those that are audio, and then there are the combinations of both. It is through these technological devices students are made aware of the basic general categories of the methods and the uses of information acquisition. "Our explanations to them were simple," said Mr. Chillag, "and we tried not to get too involved or too far away from what these various mediums accomplish. They could see themselves on television, and then we tried to make them aware that this is essentially two-dimensional in a visual sense ... that the introduction of sound gives a very realistic copy of what actually went before the camera. We did this because it is important in the early phases that students understand about these various facsimiles or recording devices which are trying to acquire life-like information -- whether it is by the reproduction of actual sound or by visual information. We attempted to make sure that they became aware of the separations of information which can be acquired through these different recording instruments."

Mrs. Findley said she thought the students really did learn something in the studio because, in relation to the TV picture, one of the questions that had been asked the students on some descriptive data that had some feedback was, "Did you know that a TV picture could be recorded on tape?" All the students responded that they did not know about the video tape. Mrs. Findley further remarked that she had been a little surprised during the TV filming at some of the students' reactions. Although they seemed a little shy at first and wanted very much to appear before the camera, when they actually had to face the camera surrounded by their peers, they became overwhelmed with embarrassment and had to be very strongly urged.

Mrs. Findley then asked Mr. Chillag if he had noticed or made any special observations of student reactions to any of the experiences they had during the Learning Resources Program -- in the photo lab, darkroom, or elsewhere, and how the students had responded, whether it was positively or negatively.

Mr. Chillag replied that his first reaction was that the students were more familiar with still photography than they were with television. They were certainly more sophisticated in that area, not only about the function of the camera, but some of them were familiar with the total process of darkroom procedure. He said that it had been of some value to him to see this age group so familiar and practiced in the use of the photographic medium. He also noted the students appeared to have enough practical knowledge of science to answer some questions concerning how the procedure was related to the chemical process, and he became aware that they were quite knowledgeable in that area.

Mrs. Findley said, according to answers given on the questionnaires, that one had to assume the students did have background knowledge or some experience. For example, when they were asked, "Would you like to learn to take pictures and develop them?", fourteen students gave positive responses, three gave negative responses, and three indicated that they already knew how. However, when they were asked about the antique cameras, "Did you enjoy seeing the collection of antique cameras?", they all gave positive responses. It would seem they had enjoyed the antique camera collection. Concerning the question, "What would you like to know more about?", all the students stated examples of the media they were interested in learning more about. "So, I think," Mrs. Findley added, "their interest had certainly been stimulated by the Learning Resources Program. In fact, many students indicated they hoped in any future programs, time could be extended so that they could become more involved in media areas within the Learning Resources Department. Besides extending the forty-five minutes spent in the Learning Resources Program," Mrs. Findley asked, "would you have any other suggestions or recommendations if we did this program again?"

Mr. Chillag said that as far as the total program is concerned, he thought one area that would be helpful would be for students to observe the actual taping of a program in progress for television. "Stepping back a little from that," he said, "I think it is important for them to see the total process, something comprehensive within a practical period of time, beginning with the conception of an idea through to its end by means of the use of the technology we have here. I think this would help the students to see the over-all purpose of the equipment -- how it functions, and the ultimate goal of the equipment that is utilized in this department."

Mrs. Findley said she thought this total concept idea very worthwhile, thanked Mr. Chil[illegible]ug, and asked the Director of the Department, Bud Call, if he would like to make some comments or recommendations for future programs.

Mr. Call said they were very happy to have the Olsen group come, and, of course, any other group as well would be very welcome. He said he would like, first of all, to mention briefly four primary areas of interest in which the Learning Resources Department at BCC is involved and then he would answer the question as to what might be done on future programs.

"I suppose one might say the primary purpose of Learning Resources is that of obtaining and distributing educational film and equipment materials being used in the classrooms. Last year, approximately 6,000 films were shown on Central Campus alone which would give some idea of the volume of work carried out by the department.

A second function, of course, which has already been discussed, is programming, production, and distribution. In this area, we do something which is a bit unique. It is the operation of a rather large five-channel, closed circuit TV distribution system capable of transmitting programs to any of approximately one hundred and forty-three TV receivers throughout Central Campus alone. These are in both color and black and white. Last year, according to our records, there were approximately one thousand hours of TV programming done in the course of the regular year. Most of this programming was supplemental material which was fed directly into the classroom. In some instances, such as in our Nursing Program, there were large Nursing Program time-blocks aired to students for use outside the classroom. This, of course, supplements the instruction they are getting in the classroom.

The third phase, which George Chillag has already touched upon, is media production which includes all phases of photography and graphic production. In this respect, it occurs to me that the next time we have a group such as this perhaps we might conduct a brief demonstration but a little more in depth on how these materials are produced. I'm sure students would be interested to find out how some of the materials used by their own teachers are made. This would make the presentation all the more interesting to them and one which I think they would enjoy.

Finally, Mr. Call said, a fourth service area is the operation and maintenance of our Language Laboratory. At the present time, we are offering five foreign languages on this campus - French, German, Russian, Spanish and Hebrew. Tapes are available for the introductory courses in a language providing the student with a drill situation whereby he hears a master recording, mimics the correct pronunciation, and then is able to compare his pronunciation with that of the master tape. Other applications that we are making for our Language Lab equipment are: teaching dialect for drama students in the process of putting on productions, and we recently produced a series of medical terminology tapes which enable a student to learn medical terms in the same fashion as someone learning a foreign language. Also, there is material available on casette tape for a number of courses which strictly supplement classroom instruction. In this area, the Math Department was the first to get off the ground and, as a result, this department is now offering three courses on cassette tapes - basic arithmetic, basic algebra and a more advanced algebra course. We have cassette tapes available in other areas such as Accounting, and also, in the English Department. These are areas where cassette tapes are being used to supplement regular classroom instruction.

However, our efforts are concentrated within the four major areas of film distribution, TV distribution, media production, and the operation and maintenance of the Language Laboratory."

In reference to Mr. Chillag's suggestion of having a TV tape production in process, Mr. Call said he thought this was quite a valid idea. He also said that he felt his previous suggestion was worth repeating ..."that in planning future programs, the department include holding brief in-depth demonstrations on the production of media materials."

Mrs. Findley then asked Mr. Call what he thought about the possibility of having a correlated program, such as the one recently completed, called Mass Communications which had been a correlation of Data Systems and the Publications Department. She pointed out that Learning Resources could be closely related with many areas such as photo-journalism, the arts, or perhaps the library - whether it be in preparing materials, or in an activity such as art, or perhaps in the preparation of a news story.

Mr. Call agreed this was so, particularly in the field of communications because this is one department which, by its very nature, reaches into all areas of service throughout the college, whether it be academic, administrative, public relations or the classroom. He said that there had been quite a few applications made by Mrs. Betty Owen in teaching her creative writing courses where TV equipment or multi-media equipment was being effectively used, so he felt sure it was possible to get together on something like this to produce a combined effort type of program.

Mrs. Findley thanked Mr. Call and Mr. Chillag for their cooperation and assistance with the Gifted program, saying that the students had enjoyed visiting the Learning Resources Department very much and that they had all expressed not only their great interest in the department, but also the hope that they would be able to return next year and spend a longer time if it were at all possible.

EXPLANATION OF PSYCHOLOGY PROGRAM

The purpose of the Psychology Program was not to establish behavioral objectives, but to re-enforce learning. A Psychology Program student handout entitled, "Killer" provided an elementary basic background in psychology. When the students had completed reading the handout materials they were given a test which had been included in the handout. They were permitted to refer to the information portion while taking the test should it be necessary for them to do so. Before the students came to the campus for the demonstration, the handouts and tests were collected. This was followed by a program in the rat lab demonstrating the concepts which were presented in the introductory material.

A second test which was re-worded but essentially covered the same questions as asked in the previous test, was administered later.

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IMPLEMENTING MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS:

An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida

by: Carol Findley

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Part 2
Maxi II Practicum
February 15, 1975

Fort Lauderdale Cluster
Dr. Bert Kleiman, Coordinator

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PSYCHOLOGY PROGRAM
(STUDENT HANDOUT MATERIAL)

"KILLER"

After you do something really dumb, doesn't someone usually ask you, "Why did you do that?" There are people in this world who ask that question all the time. These people are called PSYCHOLOGISTS. Psychologists study the way people behave, and then they try to find out what things CAUSE the BEHAVIORS they are studying. Psychologists are interested in everything we do -- dumb things, the smart things, the silly things, and the serious things. While one psychologist may be trying to find out why Johnny beats up his sister, another psychologist may be working on a new way of teaching kids how to read. Since people do so many different things, psychologists really have a lot to study.

Now that we know what a psychologist is, we can go on to see how he learns about man's behavior. First of all, a psychologist is a scientist. This means that he performs tests in order to find out why people act as they do. Most of these tests, or EXPERIMENTS, are done first with animals, and then later on with people. Psychologists perform experiments with all kinds of animals -- rats, pigeons, monkeys, and even worms. It is from these experiments that psychologists have discovered one very important fact and that is, if animals or persons are given a REWARD after they do something, then they will keep on doing that thing for a long time. These rewards are also called REINFORCERS.

It's really easy to see just how reinforcers affect behavior. Say, for example, that you want to teach your pet dog, Killer to roll over. What would you do to Killer after he rolled over for the first time? Would you hit him with a newspaper? You could but then Killer would probably never roll over again. So, instead of hitting him after he rolls over, try giving Killer a Milk-Bone biscuit, or a doggie doughnut, or even a pat on the head. And do you know what'll happen? Well, you'll probably then have a dog who spends most of his time rolling over.

Reinforcers work pretty much the same way for people, too. Let's say that your next-door-neighbor comes over and asks you to help her clean out her attic. Since you don't like cleaning attics, you tell her that you'll be busy all day. The next morning, she comes over again to ask you for help, and tells you that she'll pay you $10.00 for helping her. Of course, you run right over there as fast as you can. Why? Well, because today she's offered to pay you for working, while yesterday she never mentioned anything about money. Your neighbor is rewarding your working behavior with the money. Without the reward, she probably would never have talked you into helping her clean her attic.

Of course, there's one very important fact that you must always remember about reinforcers. If you want to reward a person or a pet for doing something right, then that reward must come AFTER he does it. In other words, the reinforcer will work only if it follows the behavior you want. If your neighbor had given you the $10.00 before you cleaned her attic, do you think that you would have cleaned it very well or very fast? Probably not. That's because you had already received your reinforcer, and so you really had nothing to work for. The same thing goes for Killer. If you rewarded him before he rolled over, then there's a good chance that he would never do it. After all, why should Killer go through all the trouble of rolling over when he gets his reinforcer beforehand? Like you, Killer wouldn't have anything to work for either.

See how easy it is to understand what reinforcers are and how they work! It's kinda hard to believe that it took psychologists years of research and experimentation just to find out about reinforcers, isn't it? But, these early years of research were just the beginning. Today, psychologists know a lot more about behavior than they did fifty years ago. And as they find out more about man's behavior, psychologists are also finding out more about the way man LEARNS his behavior.

Most people believe that the only place you learn anything is in school. Now, we all know it's true that we learn how to write, read, spell and work math and science problems in a classroom. But what about all the other things we do? Did you have to go to school to learn how to dress yourself, or turn on the TV, or ride a bike? Of course not. You probably learned these and many other things at home, long before you ever went to school. A baby learns very early in his life that if he cries when he's wet his mother will come and change his diaper. And yet, he learned this without even leaving his crib. Not only does this show that learning takes place at home as well as at school, but that we begin to learn things at a very early age -- in fact, the day we are born!

Even after a child does start school, much of his learning still takes place outside the classroom. On the playground, for instance, many kids learn how to make friends and to play different kinds of games. Other kids, those who don't like learning how to make friends and play new games, usually learn how to fight for fun. And those kids who don't want to learn how to make friends, play games, or fight usually learn how to sit by themselves and ignore everyone else. Probably none of you ever thought that you learned how to behave on the playground when you were little. That only goes to show that sometimes learning really can be fun, especially when you don't even know you're learning!

But, as you may have guessed, our learning doesn't stop at the playground. Later on, as we begin to learn more difficult subjects in high school, we also begin to learn more complicated behaviors outside the classroom. Things like driving a car, working at a job, and going out on dates are certainly harder to learn than crying when your diaper's wet or playing football at the neighborhood playground.

You can probably see by now that the things we learn in school are pretty different from the things we learn outside of school. Inside a classroom, you learn by listening to your teachers and reading your textbooks. But, outside of school, you learn about things through EXPERIENCE. Instead of just reading about or hearing about our world--our ENVIRONMENT -- we see it, hear it, touch it, smell it, and taste it ourselves. And it is mostly through experience (the senses) that both animals and humans come to learn about their environment (the world that surrounds them).

Now you may be wondering what all this about learning has to do with the reinforcers we mentioned earlier. Well, psychologists have found that if you reward a person or animal with a reinforcer while you are trying to teach them something new, then that person or animal will learn better and faster. Not only do reinforcers make it easier for someone to learn a new behavior, but they make the teacher's job easier, too. After all, if you were Killer's teacher, wouldn't your job be easier if he learned to roll over in a short period of time?

By now we have seen that reinforcers are pretty helpful when trying to teach people and animals new behaviors. Also, we know that people and animals learn new things in pretty much the same way. Does this mean that people are no different than Killer, or Morris, the Cat, or even a rat? Well, in some ways, people are very different from animals, and in other ways, they're no different at all! That seems hard to believe doesn't it? Well then, just for fun, let's compare a person and a rat. Like a human being, a rat has a brain, a heart, two lungs, and many bones and muscles. Rats, like people, also love to eat many differerent kinds of food. A newborn baby doesn't have to learn how to sweat, drool, sneeze, sleep, or become afraid of loud noises, and neither does a rat. So, although a human being does not look at all like a rat, you could say that, on the inside, their bodies work pretty much the same way. This is why psychologists can study and experiment with rat behavior and still be able to find out what causes humans to do the things they do.

There are many reasons why psychologists perform experiments with rats rather than with people. First of all, rats are easy to take care of. Also, since they eat only about ten chunks of rat chow a day, it doesn't cost much to feed them. But, probably the most important reason for using them in experiments is that their experience with the environment can be controlled by the psychologists. This could not be done with people. Once a person left the lab after an experiment, he would begin to learn a whole bunch of new things in his outside environment. Later on, this extra learning could have a big effect on the results of the experiment. But since the rats never leave the lab, the psychologist performing the experiment does not have to worry about the animals learning something that he doesn't want them to learn.

Psychologists have taught rats how to do many things. For instance, while one rat was learning how to drive a toy car, another rat was learning how to climb a rope. While one rat was learning how to swim, another rat was learning how to roll over (one of Killer's friends). In all of these cases, each rat was taught a different behavior by using food as a reinforcer. But, in order for food to be a reinforcer, the rat must be a little hungry. So, before any experiment where the reinforcer is going to be food, the psychologist must put his rat on a diet for a few days. This diet is also called DEPRIVATION.

The need for deprivation is pretty easy to understand. If Killer had just eaten a big dinner, do you think that he would want to roll over for a Milk-Bone? Probably not. Since he wouldn't be hungry, he wouldn't want the Milk-Bone. And if he didn't want the Milk-Bone, then he wouldn't roll over. The same thing goes for the $10.00 your neighbor offered you to help her clean her attic. If you had a million dollars in your pocket, then her $10.00 probably would not be a very good reward for you. But, if you only had fifty cents in your pocket, you would probably be glad to help her for $10.00.

After deprivation, a rat is usually placed inside a special chamber called a SKINNER BOX. This chamber was invented by a famous psychologist named B. F. Skinner, and is used mainly for animal experiments. Inside the Skinner Box is a silver bar that the rats learn to press. After every BAR PRESS that a rat makes, a food pellet drops down automatically into a food cup. That's how the rat gets his reinforcer.

Of course, a rat doesn't know how to bar press the first time he's put inside a Skinner Box. That's why the psychologist must teach him how to do it. To teach the rat how to bar press, the psychologist uses a step-by-step method called SHAPING. In the first step, the psychologist gives the rat food pellets for just putting his head into the food cup. After about 15 pellets, the rat stops getting the food until he takes his head out of the food cup. This is step two. After he's gotten about 15 more pellets for taking his head out of the food cup, the food stops coming again. Next, during step three, the rat gets pellets for looking at and sniffing around the bar. This is followed by step four, when only touching the bar will get the rat his pellets. Finally, during step four, the rat learns that he must press the bar before he gets a pellet.

This is how shaping works. By using this simple method, the psychologist was able to teach his rat a new behavior.

To understand shaping better, think of a mother trying to teach her baby how to walk. At first, the baby learns from his mother how to sit up, and then how to scoot around the floor on his rear end. During the next step, the baby starts to push himself up on his hands and knees, and then learns how to crawl around the house. His mother rewards each new behavior by telling him he's a good boy and giving him an M & M. Later on, at step three, we can see the baby pull himself up and stand on his own two feet. This is soon followed by the last step, when the baby begins to walk for the first time. All this time, the baby's mother keeps rewarding his behavior with reinforcers. If she didn't, then her baby might never learn how to walk.

In these few pages, you have read many things about behavior that you probably never knew before. And it is very important that you understand all that you have just read. To make sure that you do, just answer these questions about behavior. After you're done, check back to see if your answers are right. We hope that they are, because then that will mean that Killer and all the rest of us have been good teachers!

FIRST TEST

PSYCHOLOGY PROGRAM BROWARD COMMUNITY COLLEGE

STUDENT'S NAME ______________________________ DATE ____________________

GRADE ______________________________ SCHOOL ______________________

AGE ______________ BIRTH DATE ____________________

Directions: On the lines below sentences are begun but not finished. Complete each sentence in a way you consider will give accurate information about that subject. Please circle the correct answer to the True or False questions.

1. People who study the behavior of humans and animals are called __________.

2. Psychologists perform certain tests to learn about the behavior of animals and people. These tests are called ______________________________.

3. If you give Killer a reinforcer for rolling over, then he'll never roll over again. True or False.

4. Reinforcers will work only if they are given ________________________ a person or animal does something you want them to do.

5. Before we started school, we learned many things at ____________________.

6. In school, we learn things through experience with our environment. True or False.

7. Human beings and animals are really very much alike on the inside. True or False.

8. The diet that a psychologist puts a rat on before he teaches the animal how to bar press is called deprivation. True or False.

9. A Skinner Box is another name for a toy box. True or False.

10. The step-by-step method used by psychologists to teach rats how to bar press is called ______________________________.

SECOND TEST

PSYCHOLOGY PROGRAM BROWARD COMMUNITY COLLEGE

STUDENT'S NAME ______________________ DATE ______________

GRADE ______________________ SCHOOL ______________

AGE ______________ BIRTH DATE ______________

Directions: On the lines below sentences are begun but not finished. Complete each sentence in a way you consider will give accurate information about that subject. Please circle the correct answer to the True or False questions.

1. Because psychologists are scientists, they perform ______________ in order to learn about the things that cause behavior.

2. A reinforcer is the same thing as a ______________________.

3. If you hit Killer with a newspaper after he rolls over the first time, then he'll probably never roll over again. True or False.

4. You should reward a person for doing something before he does it, not afterwards. True or False.

5. We learn many things at home, long before we ever start school. True or False.

6. A person will learn a new behavior faster and better if his teacher gives him a ______________ after he does the right thing.

7. Because humans and animals are so different, psychologists never bother to perform experiments with animals. True or False.

8. In order to be sure that food will be a reinforcer, a psychologist will put a rat on a special diet. This diet is also called ______________

9. The special chamber used by psychologists for animal experiments is called a ______________ ______________.

10. Shaping is the step-by-step method used by psychologists to teach a rat how to bar press. True or False.

MEMORANDUM

TO: Dr. Walker, Jackie Terranova, Psychology Department

FROM: Carol Findley CF

DATE: March 15, 1974

SUBJECT: GIFTED CHILD PROGRAM - OLSEN MIDDLE SCHOOL

Thank you for all your help with the program for the Gifted children, particularly to Jackie for putting this program together and training the rats, etc.

We would very much appreciate it if we could further impose on your time to have the answers checked for us. The plan currently in use for this has been that a panel of three from the department - in this instance, Psychology, check the answers to the questions on a 5 point scale as follows:

5 - Excellent responses
4 - Very good responses
3 - Good responses
2 - Fair responses
1 - Poor responses

If the experts do not agree on the number a response should receive, average the response number; or, if two agree on one number and the third person agrees on another number, the number recorded should be the one that two out of three experts agreed upon. Would you please list the names and positions of the three persons serving on the panel.

A complete report on the Gifted child project will be sent to you at a later date.

Meantime, thank you again for your cooperation.

CF:ym

PSYCHOLOGY

OLSEN MIDDLE SCHOOL

	APPROPRIATE RESPONSES		
SUBJECTS	(INFORMATIONAL DATA PROVIDED) TO PRE-TEST QUESTIONS 1-10	TO POST-TEST QUESTIONS 1-10	GAINED RESPONSES
A	50	50	0
B	46	46	0
C	50	50	0
D	46	46	0
E	46	42	-4
F	50	46	-4
G	50	46	-4
H	50	46	-4
I	50	50	0
J	46	42	-4
K	50	50	0
L	50	46	-4
M	50	42	-8
N	46	50	+4
O	42	46	+4
P	46	46	0
Q	46	49	+3
R	50	46	-4
S	46	42	-4
T	50	42	-8
	960	923	-37

PSYCHOLOGY PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEW

WITH

DR. WILLIAM WALKER, PSYCHOLOGY DEPARTMENT

AND

MISS JACKIE TERRANOVA, STUDENT

Carol Findley, Articulation Department
BROWARD COMMUNITY COLLEGE

Dr. William Walker, instructor in the Psychology Department of Broward Community College, and Miss Jackie Terranova, a student majoring in Psychology and who recently received her degree, prepared this particular program for the Olsen Middle School a little differently from the other programs for the students.

As Dr. Walker explained it, it was decided to show the Olsen Middle School Gifted students how we train rats, explain to them why we do it, and how we do it and a few concepts in Psychology, using the rats. In order that we might get more out of it, Jackie Terranova wrote an introduction and an explanation of Psychology and the students were given this explanation at their school before they came out to Broward Community College in order that they would understand better the object of teaching the rats to perform the way they did.

It's difficult to tell whether or not the explanation had any effect, but the students read over the explanations and took a test before they came to the College. When they arrived, a program was put on for them that involved using four rats, each rat being trained to do something different. The students watched this program and asked questions while Miss Terranova demonstrated. Dr. Walker felt that without that original explanation, the students might not have been able to ask the questions they did about the rats.

Inasmuch as Jackie Terranova had designed the program, she was asked to report on the concepts of the pre-test and the type information transmitted to the students through the data they received.

Miss Terranova reported that the object first of all was to tell the students what Psychology was and what the Department and the rat lab in particular did. She explained how behavior could be changed, in fact, why behavior is, etc.

In designing the program, the material, "Killer", was set up, not so much as a story, but as something enjoyable to read. She felt if it had been just a story then the students wouldn't have paid any attention to the things being taught them about behavior; and if it had been in any simpler story form, then this point would not have been clear. Examples from every day life were used in order that the students might be able to identify with them.

The object was to see how rat behavior was related to human behavior. Miss Terranova explained that this objective was obtained by spelling it out for the students by first talking about the rats. She then told them about how psychology would motivate a rat, how it is rewarded whenever it does something good, how the psychologist watches the rat and how he does tests to find out what motivates the rat and what rewards the rat. After talking about the rats specifically, then their behavior was related to human behavior, even to themselves: how the rats were motivated and rewarded.

In the pre-test handout, it was pointed out that basically, the rat and humans are physiologically alike in that they respond to things that happen in their environment, i.e., if the consequences to behavior are good, then the behavior will occur again. This is what was demonstrated to show the students how, through the rats, this was accomplished. Then it was pointed out how this applies to the students lives.

Mrs. Findley asked Miss Terranova what lab preparations had been involved prior to the students coming out to the College.

Miss Terranova reported that training the rats takes time and some of the rats had been learning long before the program was ever even conceived. Altogether, the program would have taken two to three weeks to put together, even with three of the four rats already in different stages of training development.

One rat bar-pressed only, which was the only thing he had been taught. He received a pellet every time he pressed a lever that is inside the training chamber called the Skinner Box. The next rat pressed 25 times for one pellet which means he would make twenty-five lever pressing responses to get one pellet of food. Another rat had a light pole inside his box. It knew to press the light pole first which would make the light come on. It then would go over to the bar, press the bar one time, the light would go off, and a pellet would drop down. The fourth rat was trained to roll over, which was a little different from the other three because there is no pressing involved at the time the rat is rolling over. But it did get a pellet every time it rolled over.

When the students first arrived, they were taken around and shown the part of the lab where the rats stay in their home cages, how they are fed and how they get their water. Then the students saw the part of the lab where experiments are conducted, the apparatus the rats are trained with, the Skinner Box, and various things usually found around a psychology lab.

Then the group went over to the lecture hall, the rats in their cages were brought in and the program was ready to start.

The rats were put in the Skinner Box one at a time, and the students were shown what each rat could do.

Miss Terranova was surprised how well the Olsen students responded to any questions she would ask, showing that they had read the handout, "Killer", which surprised her. She was also surprised how the boys and girls liked to come up and work with the rats themselves. There was one rat that they were permitted to go up and pay off with a pellet of food themselves -- the roll-over rat. It would roll over and one of the students would give it the pellet. The students enjoyed doing this very much. After they had seen all four rats perform, some of the students played with the rats for a while which the students also seemed to enjoy. Miss Terranova remarked that she felt the program had gone well.

Mrs. Findley said there had been some comments about whether the students should have been allowed to play with the rats or not, pro and con, and acknowledged that she had been a little apprehensive herself fearing that a rat might bite a student. She noted that Dr. Walker had seemed a little apprehensive at this time as well, though not necessarily for the same reasons. However, the students seemed glad that they had an opportunity to play with the rats. Upon inquring of Miss Terranova if she thought handling the rats was a good part of the learning experience, and what she would do if the program had to be done over again, Miss Terranova assured Mrs. Findley that no one need have any fears concerning the rats as they are handled almost every day and are tame and usually do not bite. She said that the fears built up around rats is true of wild rats, but that these rats had been brought up in a lab since they were born and that there was no reason to fear them. Moreover, she said she thought it was good to watch the students overcome that fear, that it had helped them to play with them and the students had enjoyed it.

Mrs. Findley then asked Dr. Walker whether he could visualize this particular program, the Psychology Program, being correlated with any other program at the College.

Dr. Walker stated that he could see the program possibly being correlated with other courses in the College, for example, Sociology and Anthropology, which would fit in with Psychology and how we learn to behave the way we do. In terms of the other study areas covered this year, he could not see any correlation there.

Mrs. Findley asked Dr. Walker what comments, suggestions or recommendations he would have if it were possible to continue these programs.

Dr. Walker said he had observed in this and other similar programs that there is one thing motivating people who watch programs like this and that is, for them to be able to engage in some of the activities themselves. The students want to hold the rat; they want to tell you what to do to the rat and when to get the rat a pellet of food -- they just like to participate. Therefore, anything in the direction of actual participation rather than passive observation may be beneficial.

Dr. Walker said he thought it was a very worthwhile program. He remarked that it had been of some interest to the Gifted students who no doubt benefited, but that he often thought of the other end of the continuum and how they could benefit even more from such a program. He wondered if this could be done with just any group of students, not necessarily just Gifted students. His second thought was that in an educational program, to give students an explanation of what they will see before they see it, may be of teaching value. He said that if it were possible to find out whether this is true or not, if it could be measured, he thought it could be of additional value in teaching. Judging from the program that had just been put on where the students seemed to be able to respond a little better and seemed to have appropriate reactions according to their questions, he did not think they would have had such responses had they not read the explanations given them ahead of the program. His third suggestion was regarding the size of the group. If it were feasible, a group such as the Olsen students could be reduced to ten or fifteen instead of forty-two, as there were now, or perhaps half this number. Students like Jackie Terranova, who, he acknowledged, were a rarity, might be able to go into the schools and put on a program such as this in the schools. Or, students could come out to the College from the high schools or middle schools, could get together with some of the advanced students at the College, and watch what they are doing with their experiments.

Mrs. Findley terminated the interview by thanking Dr. Walker and saying that the program was being very well received and it was encouraging that some of the other schools had been calling to ask if they could make special arrangements themselves to take advantage of the program. Mrs. Findley commented that we were very fortunate to have Jackie Terranova working with us this year and that she would be missed next year.

BEHAVIORAL OBJECTIVES ART PROGRAM

Two objectives have been defined which will provide behavioral outcome which can be objectively evaluated. The evaluation procedure will be based on the pre and post test design.

(1) It is expected that 65% of the participating students will increase their knowledge of art concepts based on their response to items 1 through 20 by appropriately answering (by a rating of 3 or greater) 13 out of the 20 questions.

(2) It is expected that 65% of the participating students will indicate that their experience in the Art Program increased their knowledge in specific areas based on items 21 through 25 by answering the questions.

EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE ART PROGRAM

Two objectives have been defined which will provide behavioral outcome which can be objectively evaluated. The evaluation procedure will be based on the pre and post test design.

(1) It was expected that 65% of the participating students would increase their knowledge of art concepts based on their response to items 1 through 20 by appropriately answering (by a rating of 3 or greater) 13 out of the 20 questions.

All the students responded correctly to items 1-20; however, 65% of the students achieved the behavioral objective on the pre test. Therefore, this may indicate that the students knew more about art concepts relating to this program than was anticipated. (For more detailed analysis refer to discussion of Art on the tape.)

(2) Objective number two stated that it was expected that 65% of the participating students would indicate that their experience in the Art Program increased their knowledge in specific areas based on items 21-25 by answering the questions. Nineteen out of twenty gave positive responses to items 21, 22, 23 and 24 resulting in 95% compliance versus 65% expected. One student did not answer items 21-24. On Item 25, eighteen students out of twenty gave positive responses. One student gave a response other than positive or negative. One student did not respond at all. This resulted in a 90% compliance versus the 65% expected. The average compliance for these questions was 92.5%

MEMORANDUM

TO: Sandy Seaton, Art Department
FROM: Carol Findley, Articulation CF
DATE: March 13, 1974
SUBJECT: GIFTED CHILD PROGRAM - OLSEN MIDDLE SCHOOL

Thank you for all your help with the program for the Gifted children.

Attached please find pre and post tests for the Art Program. I would appreciate it if three members of the Art Department staff would serve as a panel of experts to check the answers for us. Your panel would rate responses to the questions on a 5 point scale as follows:

5 - Excellent responses
4 - Very good responses
3 - Good responses
2 - Fair responses
1 - Poor responses

If the experts do not agree on the number a response should receive, average the response number; or, if two agree on one number and the third person agrees on another number, the number recorded should be the one that two out of three experts agreed upon. Would you please list the names and positions of the three persons serving on the panel.

I will send you a complete report of the Gifted child project at a later date.

Meantime, thank you again for your cooperation.

CF:ym

PRE-TEST

ART PROGRAM BROWARD COMMUNITY COLLEGE

STUDENT'S NAME ______________________________ DATE ____________

GRADE ______________________________ SCHOOL ____________

AGE ________ BIRTH DATE ____________

1. Some of the reasons man creates art are:
   1. ______________________________
   2. ______________________________
   3. ______________________________

2. Some of the different kinds or categories of art man creates are:
   1. ______________________________
   2. ______________________________
   3. ______________________________

3. Considerations a designer uses to determine the appearance of the product he designs are:

   ____

4. The roots of trees reach out into the earth because ____________

   ____

5. The shape of the roots are determined by ____________

   ____

6. A cat has long, skinny whiskers because ____________

   ____

7. The way in which a rock in the bottom of a stream obtains its shape is __

   ____

8. In olden days forts or towns were often built in a round shape because

____

9. In designing a new drinking cup the factors to be considered are: ______

____

10. Important characteristics to incorporate in the design of a bridge are:

1. ____

2. ____

11. The basic photographic process is a ______________________ reaction to light.

12. In a negative, a white cloud would appear ______________________

13. The effect of the invention of the camera had on painters and their work

was ____

14. Blueprints are regularly used for ______________________

15. The term "abstract" in speaking of art means ______________________

16. An art gallery is ______________________

17. Persons who may exhibit there ______________________

18. Other places where artists may exhibit their works are ______________

____

19. Some ideas artists may try to communicate through their work are:

1. ____

2. ____

20. The difference between an art gallery and an art museum is ____________

____

POST-TEST

ART PROGRAM BROWARD COMMUNITY COLLEGE

STUDENT'S NAME ______________________________ DATE ________________

GRADE ______________________________ SCHOOL ________________________

AGE __________ BIRTH DATE ____________________

1. Some of the reasons man creates art are:

   1. ____

   2. ____

   3. ____

2. Some of the different kinds or categories of art man creates are:

   1. ____

   2. ____

   3. ____

3. Considerations a designer uses to determine the appearance of the product he designs are:

   ____

4. The roots of trees reach out into the earth because ____________________

   ____

5. The shape of the roots are determined by ______________________________

   ____

6. A cat has long, skinny whiskers because ______________________________

   ____

7. The way in which a rock in the bottom of a stream obtains its shape is ___

   ____

8. In olden days forts or towns were often built in a round shape because ____

9. In designing a new drinking cup the factors to be considered are: ____

10. Important characteristics to incorporate in the design of a bridge are:
    1. ____
    2. ____

11. The basic photographic process is a ________________________ reaction to light.

12. In a negative, a white cloud would appear ____________________

13. The effect of the invention of the camera had on painters and their work was ____

14. Blueprints are regularly used for __________________________

15. The term "abstract" in speaking of art means ______________________

16. An art gallery is _______________________________________

17. Persons who may exhibit there ____________________________

18. Other places where artists may exhibit their works are ____

19. Some ideas artists may try to communicate through their work are:
    1. ____
    2. ____

20. The difference between an art gallery and an art museum is ____________

____

21. Two new ideas I learned during my visit to the Art Department are:

1. ____

2. ____

22. The thing I enjoyed most during my visit to the Art Department was

____

23. Something I would have liked to have learned more about in the Art Department is ____

24. The portion of the art work in the gallery I liked best is ______________

____

25. Using the photo-blueprint method I made ________________________________

____

OLSEN MIDDLE SCHOOL

	APPROPRIATE RESPONSES		
SUBJECTS	TO PRE-TEST QUESTIONS 1 - 20	TO POST-TEST QUESTIONS 1 - 20	GAINED RESPONSES
A	12	19	7
B	18	17	-1
C	15	19	4
D	12	19	7
E	17	19	2
F	16	19	3
G	15	19	4
H	16	20	4
I	14	17	3
J	10	19	9
K	14	20	6
L	16	18	2
M	12	18	6
N	12	15	3
O	11	19	8
P	11	20	9
Q	19	20	1
R	15	18	3
S	15	20	5
T	18	19	1
	288	374	86

ART PROGRAM

In considering the responses of the Olsen Middle School students to the post test questionnaire, the following results were noted:

QUESTION:

#21: (TWO NEW IDEAS I LEARNED DURING MY VISIT TO THE ART DEPARTMENT ARE:)
All the students except one listed two new ideas they had learned. The one student did not respond.

#22: (THE THING I ENJOYED MOST DURING MY VISIT TO THE ART DEPARTMENT WAS:)
All the students but one listed something most enjoyed. One student did not respond.

#23: (SOMETHING I WOULD HAVE LIKED TO HAVE LEARNED MORE ABOUT IN THE ART DEPARTMENT:)
All the students except one listed something they would have liked to learn. One student did not respond.

#24: (THE PORTION OF THE ART WORK IN THE GALLERY I LIKED BEST IS:)
All the students except one listed the portion of the art worked liked best. One student did not respond.

#25: (USING THE PHOTO-BLUEPRINT METHOD I MADE:)
Eighteen responded positively to the question; one did not respond at all; one responded that his photo-blueprint was not successful.

ART PROGRAM

OLSEN MIDDLE SCHOOL

POST-TEST RESPONSES

ITEM NUMBER POST-TEST	POSITIVE RESPONSE	NEGATIVE RESPONSE	OTHER	NO RESPONSE	TOTAL RESPONSES
21	19	0		1	20
22	19	0		1	20
23	19	0		1	20
24	19	0		1	20
25	18	0	1	1	20
TOTAL	94	0	1	5	100

ART PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEW

WITH

MRS. SANDY SEATON, ART INSTRUCTOR

Carol Findley, Articulation Department
BROWARD COMMUNITY COLLEGE

Mrs. Findley talked with Sandy Seaton, Art instructor at Broward Community College, who designed the Art Program for the Gifted students from Olsen Middle School. She asked Sandy Seaton what the objectives were and what she had hoped to achieve in designing this particular program.

Mrs. Seaton explained that the program had been divided into four parts, centered around art and shape, with the idea that shape, or form, follows the function. The first part of the program (a preview of the objective) took place when the children came in and went around the exhibit hall to look at the different paintings, work of an ex-student from the College. The idea behind this viewing was for the children to experience seeing an artist's work firsthand, and to find out the function of a gallery, particularly the gallery in an Art Department of a learning institution. Then the children and the teacher adjourned to a lecture room where a lecture was presented specifically on shape, or form and on function, and the relationship between the two. This was demonstrated by showing a series of slides taken from nature and some other slides that made comparisons to the similar shapes that had been taken from nature. For example, there were some logs that looked very much like a print on a batik. The students were told to look very closely at a picture of a tree's roots; then discussion followed as to why the roots stretched out in those long skinny shapes, and the function of a tree's roots. Included in the slides were a number of objects that were designed very simply; some of these objects were very old and in extremely simple forms. There were possibly 50 to 75 different slides along these form/function lines.

After the slides, shapes and the different kinds of shapes were discussed more, and the variety of different shapes that can be found in nature, a discussion ensued about the abstract and the realistic in nature and in art.

Entering into another phase of the Art Program, the children were asked to work with a blueprint method similar to a photogram done in a darkroom. Mrs. Seaton explained darkroom techniques and chemicals briefly, and what the architect uses the blueprint for. Then they were assigned to take some objects that had been collected for them and to make first, an abstract blueprint, and secondly, a realistic blueprint for themselves. They chose objects, went outside into the sunlight and after laying the objects on blue or black paper for four or five minutes, the sun exposed the shape of the object, like a silhouette, and the students came inside to treat their blueprint with chemicals. While this was not a permanent process, it would last for up to 24 hours, and it was explained to them if this were done by an architect in a machine, of course, it would last even longer. But this simple experiment gave them a chance to see the direct relationship between the object itself and its shape. By setting a leaf or paper clips, shells or stones on the paper, a shape had resulted, leaving out any of the details of the object.

After this, Mr. Steve Eliot, instructor in the Art Department, showed the Olsen students a series of slides which concentrated on the different kinds of art work that junior college or community college students can become involved in, and specifically at Broward Community College. The idea behind this was for them to get some idea of the kinds of art being taught and studied in a community college and the variety of things it is possible to do in art. The slides which Mr. Eliot presented consisted of approximately fifty different pictures in an almost collage fashion.

Mrs. Findley asked Mrs. Seaton why one particular area of art had been selected. When they had discussed the program, there had been so many areas of art under consideration that the subject would have been spread very thin had they tried to cover them all. Therefore, it was decided to condense as much as possible and to emphasize one phase in the art area, such as the abstract versus the traditional and to include in this emphasis, shape and form, one reason, of course, being the particular exhibit in the BCC Fine Arts building at the time.

Mrs. Seaton pointed out that having decided to cover one specific area, it was necessary to go in depth so that students could really get a feel for one thing, and particularly for them to get into something that they could do themselves, get their hands into it and become involved. Mrs. Seaton commented that this proved to be a change of pace for them and was possibly the best received part of the program. She felt that this was due to the fact that they actually got to create something themselves, bringing home the points of the talks.

Mrs. Findley thought it was worth mentioning that the slide presentation was not a "canned presentation", and that Mrs. Seaton had taken her camera out into the field and looked for particular shapes that could be correlated with the program.

Mrs. Seaton further explained that she had been collecting slides for a long time on this particular subject. Also, that fortunately, she had been able to use the Broward Community College Library which had some outstanding books containing some great photographic studies of leaf and plant forms she had used in combination with her own slides of art related nature studies on form that she had collected over the past seven or eight years.

Mrs. Findley asked Mrs. Seaton how (in relation to the abstract versus the traditional) she felt about abstract art and the reactions of the students to the abstract art experienced by them in this particular program.

Mrs. Seaton replied that she thought being adult made a difference in reactions. "First of all, children react more honestly to abstract art and related things that possibly the older generation sometimes thinks of as too wild or too disconnected to get anything out of. Abstract art has really been with us for a long time now, and we are exposed to it daily more than we realize through advertising, TV, and in just the things that we see around us. If we look closely, we'll see that it's actually there. This was pointed up in the slides, as, while we were zeroing in on a small part of possibly a tree or a plant, or something under the microscope, there were many visual connections and correlations one could make between these things from our realistic world and the pure design of the abstract world. Children seem to get an emotional reaction to much of this art and I was delighted with their reaction to the work hanging in the gallery which was abstract. One little boy found a very individual and rather hidden signature that the artist had used."

Mrs. Findley asked Mrs. Seaton what some of the items were that the students used for their photo blueprint.

Mrs. Seaton said that they had been selected from a collection of paper clips, twigs, leaves, cotton wads, spoons, balloons, styrofoam beads used in packing, and that they had made some really very interesting designs. They had taken their projects home and a few wanted to make extra ones. Many of the students wanted to continue making blueprints when the time allotted had run out and the program had to be cut short. "I think that if time would have permitted, they would have stayed another hour or so. They really enjoyed it!", Mrs. Seaton said.

Mrs. Findley asked the Art teacher what, in designing the program for these Gifted students, she felt were the particular questions on the pre-test she had wanted to stress, and what it was she hoped the students would have learned more about by the end of the program.

Mrs. Seaton replied that the actual pre-test and post-test both very closely followed in sequence the presentation to the students, with the exception of the gallery questions which happened to come at the end while the gallery experience actually came at the beginning of the program. The questions were gathered and selected from quite a few more than appeared on the tests and were chosen carefully in order to be relevant to the program that was presented. She said, "First of all, we discussed and then the children answered, in a variety of ways, the reasons for their answers to the question, WHY MAN CREATES ART. Then we talked about different categories of art that man works in -- the different kinds of artistic things that he does ... maybe he's a potter, a jeweler, or a sculptor, etc. And here again, the children supplied a multitude of answers. We discussed the tools of the designer.

This was tied in with the slides when we had shown them different objects that are designed by designers and discussed the reasons they were made a certain shape, taking into account the production and the shipping of different products, their end use and how long they would last if designed a certain way. For example, one would not want to put a very fragile handle on a cup that was going to be used daily by people who really needed a cup to last a long time, maybe for twenty or thirty years. Then going into questions that correlate closely with the idea of form and function, we talked about the trees, the shape of the roots and their reaching out into the earth, and about the functions of a cat's whiskers. We talked about the rocks at the bottom of a stream and how they happened to be shaped and have a smooth and shiny surface. Getting into larger, man-made shapes, we discussed forts and towns, how the living units or towns of primitive peoples were designed in a very simple and practical fashion, basically to protect themselves from other people. Then we discussed bridges. (If we had had time to do it, there is a very interesting project that can be done in line with this. Giving students a uniform number of modular pieces to make a bridge themselves, we can see which child creates the longest or the strongest bridge with just so many pieces, emphasizing the idea that it is possible to build into a design an economy of materials.)

In connection with the photogram process, the Olsen students were first told how light had a great deal to do with it and chemicals. We spoke of negatives a little and how things appear on film. Then we discussed the effect of the invention of the camera upon painters, and surprisingly, most of the children had a very good idea -- maybe not the precise answer but a very good idea, of the effect of photography on people in the visual arts.

Finally, we spoke of the function of an art gallery and of art museums, the differences between these, why an artist exhibits in a gallery -- even down to the question of why an artist does what he does. In other words, what reasons would a person have for spending a lifetime, or any part of a lifetime, working in this field? This is the substance of what we covered."

Mrs. Findley thanked Mrs. Seaton and said that there had been some interesting answers on some of the post-test questions. For example, the students were asked to name, "Two new ideas that they learned during their visit to the Art Department." All the students except one who failed to respond to that particular question, listed two ideas that they had learned. When they were asked, "What things they enjoyed the most during their visit?", all the students but one listed something most enjoyed. Mrs. Findley commented that it seemed possible that perhaps one student just neglected to check that particular sheet. The students were asked if there was "Something that they would like to know more about in the Art Department." Again, all the students but one listed something they would have liked to have learned more about, and one did not respond. When asked, "What portion of the art work in the gallery they liked best," all the students again, except the one, listed portions of the art work that they liked best. Using the photo blueprint experiment, they were asked what they made and eighteen responded positively to the question, one did not respond at all, and one student responded that his photo blueprint was not successful. However, all in all, the students were very happy with the program and seemed to have enjoyed it.

Mrs. Seaton commented that the most outstanding reaction she had noted was that hardly any of the students could stay in their seats when it came time to make the photograms -- that they just about had to be tackled to stay in the room. She thought the students had especially enjoyed the gallery visit because, once again, they were very much involved. But more than anything else, they had enjoyed the photograms the most and it seemed that many of them would have liked to have spent the rest of the day working with photograms and photographic materials.

Mrs. Findley mentioned that in compiling the statistics on the Art Program there had been an outstanding number of positive or accurate responses to the pre-test questions. This would indicate that these particular students did have some knowledge and background in art -- whether they had just completed a unit in art, or, due to social-economic factors they had been exposed to different phases or types of art, and therefore, had experience in this respect, was open to conjecture. The results of the pre-test showed that they had almost already achieved the objectives of the post-test. Mrs. Findley felt that if ever this program were done again, perhaps it should be made a little more sophisticated -- that maybe more could be expected in the way of knowledge in the arts than had been expected in preparing the pilot program. Not knowing what the students had received in the way of art instruction or what their exposure had been at home in the art area, had been a drawback. She asked Mrs. Seaton how she thought this program could be changed and what suggestions or recommendations she had if this Art Program were to be done again.

Mrs. Seaton acknowledged that the pre-test did receive a lot of positive responses, but that she felt many of the questions had merely required an intelligent response and had been actually pitched towards intelligent children who could have answered pretty accurately thinking things out. However, she also felt that this had been part of the idea behind the tests. They were supposed to help the students teach themselves by causing them to think about art in a different way than they may have thought about it before. Just by actually asking them to think about it, Mrs. Seaton felt the children had made some worthy mental and visual connections and that they had come up necessarily with some ideas that correlated art with the academic world, the world of nature, and their own environment. She was not sure at this time whether it would or would not be desirable to do the same thing again in terms of the questions. However, if it was desirable to vary the approach, she felt that the questions could be more specifically applied, thereby getting more into the specifics of various areas of art learning. The same program could be done, she felt by just pitching the questions a little differently.

As to another program or expanding this program, Mrs. Seaton said that first of all, in any future programs she would like to contact the students' teacher and be able to consult and work with the teacher beforehand in order to be sure that the program would be an enrichment for the students. She thought a later time would be better for her to examine what the students have done, evaluate it in terms of her own experience and what she has done in the past, and what she would like to do with these children. She could then show them things she felt they would appreciate, could become involved in, and be able to carry out in depth.

Mrs. Findley replied that these were some very good suggestions; that she agreed that this was a functional type program; that part of its function was trying to get the students to think; that the program itself should be a learning and creative type experience for them.

Mrs. Findley said that according to the comments of many of the students to their teacher, Mr. Howard, as well as to herself, and by the remarks overheard to their friends, they had really enjoyed the program and seemed to gain a lot. She said that one cannot always evaluate an experience such as this in how many points the students gained in a pre-test/post-test situation as it is subjective in many ways, but, she said that she was sure it had been a very positive learning experience for them.

Mrs. Findley thanked Mrs. Seaton for her efforts in designing the program and hoped that they would be able to work together on similar type programs in the future.

EXPLANATION OF THE SELF-CONCEPT PROGRAM

Two main objectives of this program were to develop positive Self-concepts within each individual as well as developing the idea of dwelling on the positive attributes within one's self as well as within others. Due to the nature of the program it was not possible or intended to secure information regarding each person individually. Therefore, it was essential to keep all responses anonymous.

As a result, all responses to both questions asked are reported in group form as this would be the only logical way to gather such information.

The first question: "Would you please write down on the cards you have, what your feelings were about this morning's experience." This comment was asked of the students immediately following the conclusion of that day's Self-concept experience. Since it was impossible to detect what emotional reactions came into play, it was decided that the second question: "What lasting benefits do you feel you derived (received) from the Self-concept ('Getting-To-Know-You' group experience program you had on Friday, April 26, 1974?" was to be administered at least two weeks later. This would tend to lessen the emotional reaction and lend objectivity to the experiment.

In response to the first question, all 37 of the students indicated that they had positive feelings about the Self-concept experience.

In response to the follow-up question, 33 responded with positive comments, one responded negatively and two responded neither positively nor negatively.

The first question was presented to the Gifted students at Olsen Middle School at the end of the program on April 26, 1974. Two weeks later, a follow-up question was given to the same group of students.

FIRST QUESTION:

"Would you please write down on the cards you have, what your feelings were about this morning's experience."

FOLLOW-UP QUESTION:

"What lasting benefits do you feel you derived (received) from the Self-concept ('Getting-To-Know-You') group experience program you had on Friday, April 26, 1974?"

Memorandum

To: Dr. George Young
Dr. Carl Crawford
Dr. Dave Cox

From: Tom Parker

Subject: Group Experience-Olsen Middle School

Date: May 7, 1974

At the request of Carol Findley and the Principal of Olsen Middle School, Sue Smith and I conducted an experimental group project for a class of exceptional students on Friday, April 26.

The project was modeled after a program we conducted for the Nursing Department here at North Campus on March 14. The format was basically the same with some modification made to account for the age group, grades 6 - 8 etc.

The feed-back Sue and I received concerning the program has been good. Both Sue and I feel certain modifications should be made if a future program is planned for this age group. We will review these with Mrs. Findley and type up a new format for future reference.

I am attaching to this memo the written comments of the participants. There were 38 students and one instructor who participated.

cc: Mrs. Carol Findley
Mr. Howard

Program for Olsen Middle School

Conducted by Sue Smith - Tom Parker, April 26, 1974, 9:00-12:00 NOON

Project: "Getting-To-Know-You"

The following are written comments by the participants in the program:

I feel this was really worthwhile. I learned much more about my friends. I also found out how my friends feel about me. And I felt I could express my feelings today (here) more than anywhere else.

I think this was profitable. It helped me learn more about other people. It was interesting and I think it should be spread through other schools. I really did not learn too much more about myself.

I felt it was very worthwhile because I saw all the good points of myself emphasized instead of my bad points. It also taught me that everyone was a human being and everyone has many good points as well as bad.

I thought it was very worthwhile and it taught us to associate with others. Also, I learned how to learn about and evaluate others.

I think you ought to do it more often. I especially liked the Target. I enjoyed this very much. I really never knew that I was jumpy or energetic.

I really think it was all worthwhile.

I think this was "mind blowing". I learned a lot about the way I think and other people think about me! More time should be spent with it. I think most people were honest, or tried to be!

It was very interesting, especially the Target thing. I think if you were doing it to another group (same ages as ours), they would very much enjoy it! Thank you very much!

At first I thought it was sort of dumb but at the end it was fun and educational. You learned about yourself and how others feel about you. I think it would be worthwhile for other classes. This program came out good.

I think this was a good experience, and I got a lot of good feelings from it. Everyone thinks of themselves worse than others do.

It was a good experience to know yourself as well as other people in your group. It was a little uncomfortable telling your own ideas because I and others always fear we will get laughed at.

I felt that this was very good. I had a chance to find out what people think about me. Also, I learned more about people and their personalities. It also helped me know more about my girlfriend.

I felt that what we did this morning was very useful because I found out how everyone in my group felt about me and how I felt about them. Also I think we should do this more often.

I think this should not have been jumped into so fast since in the beginning everyone was real nervous and not apt to say what they felt. It was a good way to find yourself and I'm sure it helped a lot of people. Altogether, I learned a lot about people. The session was very good. I'm really sorry about the timer.

I think this was a good program. The best part was the thing with the Target. I think it would be worthwhile to present this to other classes.

I liked it but in the beginning I was a little unsure. I really liked the Target and almost everything. It was worthwhile.

I think it was worthwhile. I learned what people like about me.

I feel that what we did today was very interesting. It pleased me, because I learned most people like me. I think it was fun, and I know my group had fun. The only thing wrong was we went too fast.

It made me sort of embarrassed to tell some things, but I think it was worthwhile. I got to know things about people I never knew.

I think what we did was great. I learned a lot about myself.

I think what we did was very interesting. I enjoyed it. I think others will too.

I think it was fun and enjoyable. I learned a lot about different people and think that it was worthwhile. At first I thought that it would be boring but it wasn't. I LIKED IT!

It was very worthwhile. I liked it because I could tell other people how I felt about things and they would listen. I found out what some people liked about me and got a chance to tell them what I liked about them.

It was really interesting. I learned about myself and other people. I think it was worthwhile and that other people would enjoy it.

I liked this program. I thought it was worthwhile.

I believe that this was a very good experience. I learned many things about other people that I didn't know and I learned what many people thought about me.

I feel that it was fun and worthwhile. I learned what other people think about me and some things about other people. I think it is something new and different and helps many people.

Learned a lot, very worthwhile, fun. It helped me to learn more about myself and other people. Got a lot out of it.

I think it was a good idea. We got to know the people better and we were able to express ourselves.

I thought it was helpful in dealing with others. I told people some things that I never said before.

It was very worthwhile. I learned what my friends think of me. And I learned a lot more about my friends. It was real fun.

The first part was boring. The Targets were good. I learned more about a person I didn't know. Fun. I had a good time.

It was a pretty nice idea because everybody got to know each other better. The only thing I didn't like was the color.

It was O.K. It helped me to learn identities of others.

I liked it. Now I know what others think of me. Even though it was hard to think of something to write.

Good. It's a good idea. I learned a lot about everyone. I liked it a lot.

It opened me up more to other people that I never really knew.

I liked it. It was fun. I learned about other people and myself.

MEMORANDUM

TO: Dr. George Young
Dr. Carl Crawford
Dr. Dave Cox

FROM: Tom Parker

SUBJECT: FOLLOW-UP EVALUATION OF GROUP EXPERIENCE - OLSEN MIDDLE SCHOOL

DATE: May 17, 1974

Sue and I wanted to do a follow-up evaluation of the group experience we facilitated at the Olsen Middle School in order to ascertain if the students felt they benefited from the program in any lasting way other than the obvious immediate emotional uplift they related at the conclusion of the experience. Then on May 15th, two and a half weeks after the experience, the students were asked to reply to the following question:

"What lasting benefit do you feel you derived (received) from the Self-concept ('Getting-To-Know-You') group experience program you had on Friday, April 26th?"

I am attaching to this memo the written comments of the participants to the above question. Sue and I feel encouraged as a result of the follow-up.

P.S. The comment from the first student, on the attached sheet, alone would make the project worthwhile.

cc: Ms. Carol Findley
Mr. Howard - Olsen Middle School

Program for Olsen Middle School

Conducted by Sue Smith - Tom Parker, May 17, 1974

Follow-up question on the April 26th Group Experience

The following question was given to the participants on May 15th, two and a half weeks after the experience: "What lasting benefits do you feel you derived (received) from the Self-concept ('Getting-To-Know-You') group experience program you had on Friday, April 26, 1974?"

The following are the written comments to the above question:

I have felt much better about myself since the program. I sometimes go into depression fits for months on end, and I haven't had one moment of self-doubt or unhappiness since then. Thank you very, very much.

I received great satisfaction in knowing what people really think about you. I believe this is essential to a good productive social life.

I think that I learned to give compliments. It helped me to give credit to other people and pay more attention to what they say and not if I look all right. Also, I learned that other people think the same way I do and have the same interests.

I got to know more people better. I also found out that I can give good compliments, not only bad. I also got to know people really good that I thought I already knew.

I received the idea that not everyone hates me. I also got to know that other people have about the same feelings I do. I also got to really know what people thought of me. I thought that was good for their feelings to really come out. I also got my feelings out about other people!

The lasting benefits I have gotten from the experiment was that I had the chance of getting to know the people around me better. I also learned more about myself.

I learned how to judge people better and find out what they're like even if I hardly know them.

That not everybody thinks bad things about me. That people can be decent, which tends to be unusual.

I found I could look at the positive side of life and myself. And the people in my group know me better and I know what they think of me.

I think the lasting experience from the program is that I got to know the people I work with better and also I didn't mind to talk to strange people in which I am usually frightened.

I learned about people's nature and the things they do when they're in situations like that. In the long run it might help me in life but it hasn't been that long since the program yet.

I got a better relationship with other people. I learned a lot about the other people in my group and I got to know them much better. I also found that giving people compliments makes them friendlier towards you.

I felt I learned more about my classmates' feelings. It also gave me the benefit of getting to know myself better.

I got a better relationship towards my friends. I found out more about friends that I didn't know before. Also, some of the things I learned has made me have a better view of my friends, plus I found out about how other people feel about me.

I learned to be more aware of others' interests and to listen more intensely.

A long lasting benefit I received from it was that I learned about other people - what they like to do, what they're like. I also learned how to communicate and get along with other people.

I know a lot more about people that I didn't know before. I know more about me and what people think of me.

I found that it's better and more fun to give compliments and accept them than to cut people down for three and a half hours.

I got some benefits from getting to know my fellow students a little better and also, I'm a little more confident.

I learned to judge people better in less time and get to know them.

It showed me that everyone has good habits and traits and it also showed me how to judge other people.

I feel that I am trying to look at the positive side of things and people and I did enjoy taking part in it.

I learned how people feel about me, to say your own feelings toward one person. To express your own feelings.

I thought that when you do it people get to know you and you know them. It was fun.

I learned more about myself and the people around me. I really can't think of any other long range benefit, but I really enjoyed it.

I feel I got a lot out of this program such as I found out how people react to me.

The experience was interesting. I learned a lot about my group. I learned it's fun to listen to people. Also, what they said was interesting.

I learned how to judge what other people are like without knowing them very well.

None.

The lasting benefits I received were getting to know the people in my group better.

I discovered that my social objective was completely successful and that my actions were not in vain.

I learned to think more about people and to try to get to know my friends better.

I learned things about other people I didn't know and I found out what they thought about me.

I really got to know people who I hardly knew before. Since we liked it a lot, some of us are going to do the same thing.

I think that I learned more about my friends in the group, about their personality, and I learned about people that I hardly knew.

I do not feel that I have changed in any way because of the program. But I did enjoy taking part in it at the time.

I think I know my fellow students much better. Other than that I don't see any other lasting benefits.

SELF-CONCEPT ("GETTING-TO-KNOW-YOU") PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEW

WITH

MR. TOM PARKER AND MRS. SUE SMITH
COUNSELORS, BCC NORTH CAMPUS

Carol Findley, Office of Articulation
BROWARD COMMUNITY COLLEGE

The Gifted Children Program, a pilot project set up exclusively by Mrs. Carol Findley of the Broward Community College Office of Articulation, is a special program being conducted with the children of Olsen Middle School -- a study group of forty Gifted students which were used as a sampling in this program.

Based on the success of a Self-concept Program entitled, "Getting-To-Know-You", conducted by Tom Parker and Sue Smith, Counselors at BCC's North Campus, Mrs. Findley asked them if they could do a similar program as part of the pilot program with the Gifted children.

Both Counselors felt somewhat apprehensive as to whether a similar Self-concept Program would work because they would be dealing with sixth, seventh and eighth grade levels, and also working with children in this age group would be new to them in the framework of their counseling experience.

They had structured the Nursing Group Program on the positive aspects of the individual, towards their strengths, prohibiting all negative thinking or response, and decided that basically, the same premises and goals existed for the younger students, i.e., that it is necessary for each individual at any age to acquire a feeling of worth.

In going over the outline for the Olsen Middle School group, they decided that the same format could be used as with the adults in the successful "Getting-To-Know-You" Nursing Group Program with a few minor changes and alternatives to fall back on if the program seemed to be stalling or the objectives were not being obtained.

Following this plan, they asked for a large, unfurnished, carpeted room. An area in the library of the Olsen Middle School was turned over to them for this purpose. This gave the Counselors the atmosphere of informality they were seeking as well as enough space for the test groups to move around.

After a general briefing, Mr. Parker and Mrs. Smith, acting as both directors and facilitators, explained to these students that the program was going to be voluntary and positive. It was emphasized that nobody had to do anything they didn't feel comfortable doing, that emphasis would be placed on the positive strengths of the individual (and therefore, no cause for embarrassment) and if they were going to participate, it would be up to each one of them individually to determine what they would get out of it.

The students were given 3x5 cards and asked to list three or four things that they would like to explain to the others and have other people know about themselves and their feelings. Naturally, there was a little apprehension (as there had been with the Nursing Group) and at this point, there was a lot of giggling, some reluctance, looks of apprehension, etc.

Although slow in starting, eventually, a few students began to write, and soon others, observing this, followed suit. This took even longer than the Counselors anticipated knowing that at this age, most of the youngsters are afraid to say things, afraid to be laughed at or ridiculed for anything they might say or do by their peers. (This fear of ridicule held true during the entire program.)

By the end of the time, all had written something down, a few revising what they had written, changing gradually from joking things to the serious.

Mrs. Smith observed that the Olsen children had the same apprehensions as any group that is trying something new, but that surprisingly for this age, some things came out almost immediately at the feeling level the Counselors were seeking -- such as, "I am nervous." "I don't like being laughed at," etc. The two Counselors were pleased with this result so early. (They also noted at this point this age-group had a high noise level and the charade façade of chattering, jittering and giggling the students felt compelled to put on just had to be tolerated.)

The students were asked to tape the 3x5 cards on their shoulders on which each had written what they would like others to know about themselves. Then the students and their teacher, Mr. Howard, milled around observing what each had written. Two or three students who had seemed apprehensive at first about writing something down, after reading what the others had written, took their cards off and rephrased what they had written. If their comments were not conforming to the others, was perhaps joking or in a light vein, they turned the card over and some of the real things were written down. There was a great deal of curiosity, a great deal of activity and walking around to see what others had written. The tone became serious much sooner than had been expected. The children were keeping it non-verbal and this stage of the program was progressing as planned.

Next, they were asked to fall out of the group with one of their fellow students, preferably one they did not know very well or would like to know a little better, based on either something the person had said about himself on his card, perhaps something based on having associated with the person all year that made them feel they would like to know the person better. The tendency for most was to play safe and to find a friend to pair off with, which they did, girl to girl and boy to boy, as was expected with this age group.

There was some need for direction here. Both Tom Parker and Sue Smith were moving around with the whole group. Like the students, they had written their own thing on their cards and wore these on their shoulders. They made sure no one was left out of the pairing-off, and were endeavoring at the same time to see that the process would be neither selective nor mandatory. After this pairing, the students were then asked to pair off with a couple they didn't know too well and would like to know better. With a little direction, this eventually gave the desired male/female balance for each group being sought by the two Counselors. But it didn't just happen. The children had to be led into it with Mr. Parker and Mrs. Smith ready to match themselves up so that no one would be left out. As it turned out, this wasn't necessary as they ended up in five equal groups of eight.

The students were then asked to spread themselves out into areas of the room in groups of eight, away from the other groups so that each group of eight had an area to themselves. They were told to make themselves comfortable, relax, take off their shoes if they wanted, and to close their eyes and reflect on their feelings on this entire selection process.

By this time, both Tom Parker and Sue Smith were becoming concerned whether having more facilitators would not have been better with this age-group. While this part of the program worked well with the adults, they were uncertain as to whether the group would be at the expected feeling level at this stage. They felt that the non-verbal process had been a long one for this age, so far, about forty-five minutes, (longer than with the adults), to get to this point.

Proceeding with the program, volunteers from each group were asked to start by relating to other members of the group of eight, one of the first meaningful, memorable and positive experiences they could remember, perhaps a pleasant memory that they looked back upon with good feelings that they had when they were very young children. The other members of the group were instructed to try to listen hard, explaining it was a common complaint from both children and adults that nobody really listens. The complaint is, "They hear what I say, but don't really listen!". The members of each group were asked to concentrate and pay full attention to what the student was relating. At first there was more giggling and joking, then they became more serious, but it seemed difficult for them.

In most groups, there was at least one person who was willing to start, but then at this stage a facilitator would have been helpful in starting out by relating his experience.

When the starter has related a pleasant experience in his very early childhood, the person on his right continues and relates an experience, until each member of the group has had a chance at this narrative process. Many of the students got into some real things that were on the deep-feeling level in telling about some of their experiences, to the surprise of the Counselors. For others, it was more difficult. They didn't know what to say (girl talking in front of boy), and for these students it did not go smoothly. Generally speaking, the groups did not react as well as with the Nursing Group in this part of the program. Had facilitators been there to model and set the tone, perhaps it would have gone more smoothly. In fact, this phase progressed almost too rapidly. Some groups completed the narration in three or four sentences, saying the experience had been a pleasant one. In the adult program, the opposite happened. The time for each person's narration had to be limited to two or three minutes.

The next phase was the elementary experience. Again, the students were asked to relate successful, memorable, positive experiences, but this time they were to relate to an experience which took place a little later in their childhood, their early elementary school years. By this time, some were getting into deeper thinking but almost all of the students were getting restless and doing their narrations at a rapid pace. It was obvious to Tom Parker and Sue Smith that the children needed some kind of break. Perhaps less of the verbal and more action, even a Self-concept project expressed in collage, something to get away from the talking and into the doing. However, the students were being cooperative and trying to "get into it", inspite of the feelings that most of them seemed to have, apprehension, or an idea that "this whole thing is silly" crept in. They made an effort to overcome these emotions and tried to let the deeper feelings Mr. Parker and Mrs. Smith were seeking come through, not only to please the Counselors, but perhaps also because they sensed that they were "really getting into something." During this time, both the

Counselors were in and out of the groups, and the students were warming somewhat towards them as they acted as facilitators for all five groups, giving friendly encouragement.

At this point in the program, both Counselors knew there would have to be a break before the final phase, and time-wise, they would have to alter their plan. The plan, still at the "Getting-To-Know-You" stage, called for the boys and girls continuing to talk in order to reveal further things about themselves.

After a short break during which the Counselors consulted with each other, they decided on color.

"If you were a color, what color would you be?"

The answers were: "I'm brown because I like brown." "I'm blue because I like blue." The color experiment obviously would not work.

The animal experiment worked better. The question, "If you were an animal, what animal would you be?" brought out feelings such as, "Bird. I am a bird because I want to be free." Several students chose birds because they liked the feeling of flying free and being loose. One wanted to be a wild horse and just roam the countryside. Another, a porpoise, because porpoises have the oceans to roam, do their own thing and feel free. Movement and freedom were the dominant feelings involved. Personal characteristics came out in many answers, such as gentleness. The animal question seemed good for this age group because they used their imaginations.

Only moderate success was met with the question, "If you could be a famous person, who would you be?" The children focused their attention mostly on what the famous person had, or had accomplished, rather than who the person was, or any favorable personal characteristics.

After the "Who would you be?" question had been answered by all of the students, the time for the scheduled third and final phase of the program was reached. This had been very successful with the adults. The previous Self-concept exercises had been given to reach this final phase, the Target exercise. The Counselors gave the children another break before going into this phase.

The Target exercise is two-fold. A Target is given to each student along with several small stickers. Each student must write his name on the top of this Target. Then, one person, the Target person, beginning with a volunteer starter in each group of eight, passes his Target around to the members of the group, beginning at the right. Each member of the group has to take two or three minutes and think about this one person, the Target person. The students write down each thing they like about that person on small gummed stickers, one thing they like about that person per sticker. When this is completed, each student in the group takes his turn and has to look straight into the eyes of the Target person, say to him what he likes about him, such as, "You have a very friendly smile!" Each student then pastes the little sticker with what he has written on the Target and passes it to the next person on the right until all the students have had a chance to contribute their comments. The students were not limited to the number of stickers or comments, but were told merely to write down good characteristics about the Target person. The Counselors conducting the program were pleased to see that the students did not limit themselves to mentioning four or five characteristics. They found that some of the students were getting carried away and were writing just to see who would write the most. (In the future, perhaps it would be well to limit the students to a certain number of responses).

Mr. Parker and Mrs. Smith noted that it did not take long for the "feeling level" to appear, not the funning, giggly things they would normally put down, but such things as, "I like your feelings about horses because I feel the same way, too!" Or, "You have a warm personality!". It also came as a surprise to them to learn that these students who were aware they were intelligent and in a category apart from their peers, were astonished when they learned that the others thought or cared about them. For example, some students remarked, "Hey, I didn't know you knew that about me!".

By passing the Target to the first person on the right and continuing this process, all seven had a chance to look at the Target person and tell him what they thought were his main strengths. When the Target person got his Target back, he had a visual confirmation in his hand of what the group thought about him. It was a warm, glowing experience for many of them. You could see their smiles and embarrassment, much the same as older people tend to be when complimented.

The second part of the exercise involved the Target person writing on the back of his Target what he liked about himself. (This was done while the others in the group were writing comments on their gummed stickers.) The purpose of this part of the Target project was to get the students to think about their own positive attributes. As Mr. Parker remarked, "It is always easy for us to think about our faults or what is wrong with us but sometimes we have difficulty thinking about or looking at our own good qualities." This part of the exercise also gave the students a chance to compare how they viewed their positive attributes in relation to how the others in the group perceived them. Many of the students found this part of the exercise somewhat embarrassing and several of them appeared to be a little uncomfortable when they were asked to read their positive qualities as they saw them. This was done when the Target person received the Target back, after all the members of the group had placed their gummed label comments on it.

On the whole, the Facilitator/Counselors, Mr. Parker and Mrs. Smith, felt the Target exercise had gone very well. It had taken a good hour which was shorter than the adult program had taken. Some of the comments were: "Gee, I'm going to take this home and frame it!". And, of course, there was some curiosity and peer rivalry, some who couldn't wait until the program ended to see what responses had been written on other Targets. The Targets were passed around between the groups and there was a tendency to "count how many I got" type of comment, rather than the quality of the comments.

After a brief break, the students were asked next to form a large circle, including the facilitators. They were then asked by the facilitators if they would like to share with the rest of the students what they thought about the day's experience, and about the program as a whole. There was no response and a definite silence. As a group, verbally, they were still embarrassed, still fearful of peer ridicule. In the small groups of eight they had eventually been able to speak, perhaps because as time went on, they became more comfortable with each other. Now, here in the larger group, somebody would start to say something, look around at the other members of the group and decide not to say anything.

As had been done with the Nursing Group, 3x5 cards were passed around as they gathered in this last circle, and they were asked to write on the card what their feelings were about the morning's experience, without putting their names on the card. This was the only instruction given them. The room suddenly became very quiet and all were eagerly writing. None hesitated and all started to write something immediately. When they were finished, they passed the cards back, many of them passing their cards to Tom Parker and to Sue Smith with an expression of appreciation, or a comment that the program had been worthwhile in some way. In other words, individually, in writing, many of these children could express themselves to say things they were not going to risk saying verbally. To most of them, writing was a necessary outlet. The resulting feedback on these cards produced more than positive reactions. There was not one negative feedback out of the entire group of forty children, many of them felt elated, reporting that the program had been beneficial in some way. (This had been true of the Nursing Group Program as well in which there had been also forty participants).

The "Getting-To-Know-You" Program, as outlined by Mr. Parker and Mrs. Smith, is basically one group experience facilitating the next, building clarification and positive reinforcements. The involvement becomes more serious and deeper as it progresses, creating deeper feelings to be brought to the surface.

Two weeks later, these gifted young students were asked, "What lasting benefits do you feel you derived (received) from the Self-concept ("Getting-To-Know-You") Program experience you had on Friday, April 26, 1974?" The follow-up results suggest that most of the students derived some lasting benefits from the Self-concept Program. As Mr. Parker remarked in his May 17, 1974, memorandum, "The comment from the first student alone would make this project worthwhile." This student said, "I have felt much better about myself since the program. I sometimes go into depression fits for months on end and I haven't had one moment of self-doubt or unhappiness since then. Thank you very very much."

BEHAVIORAL OBJECTIVES COMMUNICATIONS PROGRAM
(DATA SYSTEMS/PUBLICATIONS)

Twelve objectives have been defined which will provide behavioral outcome which can be objectively evaluated. The evaluation procedure will be based on the pre and post test design.

1. It is expected that 90% of the participating students will demonstrate proficiency in the current encoder-channel-decoder theory of communication.

2. It is expected that 50% of the participating students will demonstrate proficiency in how bias can be introduced into media coverage.

3. It is expected that 50% of the participating students will demonstrate increased knowledge in what freedom of the press means.

4. It is expected that 75% of the participating students will demonstrate increased knowledge of how computer analysis can be used or abused in media coverage.

5. It is expected that 90% of the participating students will be able to distinguish between the terms input and output.

6. It is expected that 75% of the participating students will be able to identify at least one input device.

7. It is expected that 75% of the participating students will be able to identify at least one output device.

8. It is expected that 90% of the participating students will be able to identify what a program is.

9. It is expected that 90% of the participating students will be able to identify at least one mass storage device.

10. It is expected that 75% of the participating students will be able to identify at least one possible cause of invalid output.

11. It is expected that 75% of the participating students will be able to identify at least one function of the Central Processing Unit.

12. It is expected that 90% of the participating students will indicate that their experiences in the Communication Program (Data Systems/Publications) increased their knowledge in specific areas based on items 24-33.

EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE COMMUNICATIONS PROGRAM

Twelve objectives have been defined which will provide behavioral outcome which can be objectively evaluated. The evaluation procedure was based on the pre and post test design.

(1) Objective number one stated that it was expected that 90% of the participating students would demonstrate proficiency in the current encoder-channel-decoder theory of communication. Four of the students scored perfect and fourteen students improved resulting in 90% compliance which attained the prediction of 90%. (Questions 1 and 2 relate.)

(2) Objective number two stated that it was expected that 50% of the participating students would demonstrate proficiency in how bias can be introduced into media coverage. Four students scored perfect and thirteen students improved, resulting in 85% compliance versus the predicted 50%. (Questions 4, 5, 7 and 8 relate.)

(3) Objective number three stated that it was expected that 50% of the participating students would demonstrate increased knowledge of what freedom of the press means. Thirteen students scored perfect and one student improved, resulting in 70% compliance versus the predicted 50%. (Question 9 relates.)

(4) Objective number four stated that it was expected that 75% of the participating students would demonstrate increased knowledge of how computer analysis can be used or abused in media coverage. Eight students scored perfect and six students improved, resulting in 70% compliance versus the predicted 75%. (Questions 14 and 15 relate.)

(5) Objective number five stated that it was expected that 90% of the participating students would be able to distinguish between the terms input and output. Nineteen scored perfect and one improved, resulting in 95% compliance versus 90% predicted. (Questions 16 and 17 relate.)

(6) Objective number six stated that it was expected that 75% of the participating students would be able to identify at least one input device. Four students scored perfect and sixteen improved, resulting in 80% compliance versus the 75% predicted. (Question 18 relates.)

(7) Objective number seven stated that it is expected that 75% of the participating students would be able to identify at least one output device. Two students scored perfect and nine improved, resulting in 55% compliance versus the 75% predicted. (Question 19 relates.)

(8) Objective number eight stated that it was expected that 90% of the participating students would be able to identify what a program is. Fourteen students scored perfect and two improved, resulting in 90% compliance versus the 90% predicted. (Question 21 relates.)

(9) Objective number nine stated that it was expected that 90% of the participating students would be able to identify at least one mass storage device. Nine students scored perfect and 10 improved, resulting in 95% compliance versus 90% predicted. (Question 20 relates.)

(10) Objective number ten stated that it was expected that 75% of the participating students would be able to identify at least one possible cause of invalid output. Fifteen of the participating students scored perfect and one

improved, resulting in 80% compliance versus 75% predicted. (Question 22 relates.)

(11) Objective number eleven stated that it was expected that 75% of the participating students would be able to identify at least one function of the Central Processing Unit. Three students scored perfect and 13 improved, resulting in 80% compliance versus the 75% predicted. (Question 23 relates.)

(12) Objective number twelve stated that it was expected that 90% of the participating students would indicate that their experiences in the Communications Program (Data Systems/Publications) would demonstrate increased knowledge in specific areas. Of the twenty students responding 97.2% demonstrated increased knowledge versus the 90% predicted. (Questions 24-33 relate.)

PRE-TEST

INSTRUCTIONS

1. On your test paper - circle the one letter which you feel most accurately answers the questions.

2. Using the test you have just completed, transfer your answers to the IBM card provided and follow the instructions below.

   A) Turn your IBM card over and write your name on the back (in ink) on the line indicated for name.

   B) Write your grade on the line indicated for student number.

   C) Now turn your IBM card over and use your IBM pencil to complete the following information.

   D) With the card facing you (horizontally) - look in the left-hand column and you will see numbers 1, 2, 3, 4, and 5. "Bubble in" (darken in space listed for Number 1). Make sure your lines are heavy (dark enough) and keep inside the lines outlined for Number 1.

   E) Now turn your card straight up and down (vertically) so that the column starting with Number 1 is facing you (to your left side).

   F) You are to transfer the answers which you have circled on your question sheet in the following manner: - "bubble in" (that is, fill in the space with your IBM pencil) the letter which you have circled on your test.

   G) REMINDER: YOU WILL ONLY BE TRANSFERRING ONE ANSWER FOR EACH QUESTION.

PUBLICATIONS/DATA SYSTEMS
MASS COMMUNICATIONS

BROWARD COMMUNITY COLLEGE

STUDENT'S NAME ______________________ DATE ______________

GRADE ______________________ SCHOOL ______________

AGE ____________ BIRTH DATE ______________

1. In communication theory, the encoder is

   (a) the person who gives an encore after regular performance.
   (b) the person who transcribes a message into Morse code.
   (c) the person or persons generating the original message.
   (d) the person who receives the message.
   (e) the person who pays for the transmittal of the message.

2. In communication theory, the channel is

   (a) the means by which a message is sent from one person to another.
   (b) the body of water between England and the continent.
   (c) the television station's allocation of wave frequency by the government.
   (d) the television production studio.
   (e) a perfume closely related to Chanel #5.

3. Channel noise is

   (a) static.
   (b) mechanical difficulty.
   (c) bias words.
   (d) all of the above.
   (e) none of the above.

4. The first and main thing which a reporter seeks when covering a story is

   (a) whether he can get a story which will be used nationwide by the wire service.
   (b) the slant which agrees with his editor.
   (c) the slant which agrees with his publisher.
   (d) the facts.
   (e) his own impressions and reactions to the event.

5. A reporter's objectivity may be hampered by

   (a) the fact being elusive.
   (b) his own feelings about the situation.
   (c) his physical limitations in sensing the total situation, such as sight, hearing.
   (d) all of the above.
   (e) none of the above.

6. In general, a lead is

   (a) the opening paragraph, which gives the most mundane facts.
   (b) the opening paragraph, containing the 5W's -- who, what, where, when, why.
   (c) the anecdote which opens the story.
   (d) the large title over the story.
   (e) the closing paragraph.

7. If a reporter or news commentator is honest, he will also be correct.

   (a) True
   (b) False

8. Since a photograph records an actual scene, there is no way it can be unfair.

   (a) True
   (b) False

9. Freedom of the press means there are no restrictions on what can be said or published.

   (a) True
   (b) False

10. Libel is

   (a) any fact which a person involved prefers not be published.
   (b) the printing of anything which is unfair and damaging to a person.
   (c) siding with the government on a controversial issue.
   (d) publishing documents which prove someone has violated a law.
   (e) not punishable by law.

11. Surveys are often made

   (a) to establish what the nation as a whole feels.
   (b) to help a publisher know what the people think.
   (c) to help define problem areas.
   (d) because actual numbers are more logical to consider than "hunches".
   (e) all of the above.

12. In making a survey

   (a) it does not matter how many people are involved.
   (b) one must consult everyone in the nation.
   (c) it is desirable to have only a few people.
   (d) a representative sample, with as many people as possible, is desired.
   (e) it does not matter who you choose to fill in the survey.

13. Statistics

    (a) impress the public because they are considered scientific.
    (b) are more readily available since the advent of computers.
    (c) can be interpreted in several different ways.
    (d) all of the above.
    (e) none of the above.

14. In a statistical analysis of a survey

    (a) a percentage figure can be used to bias the resultant effect on the reader.
    (b) the graphic illustration of the survey can be used to bias the impression on the reader.
    (c) using a long number after a decimal point can influence the reader.
    (d) all of the above.
    (e) none of the above.

15. Computer analysis will be used more and more by mass media in the next decade.

    (a) True
    (b) False

16. The term "INPUT" used in data processing means

    (a) the number of computer instructions in a program.
    (b) the answers that are received from the computer.
    (c) a card reader.
    (d) the data that goes into the computer.
    (e) the computer program.

17. The term "OUTPUT" as used in data processing means

    (a) the information that comes out of a computer.
    (b) the computer program.
    (c) the Central Processing Unit.
    (d) the data produced by a keypunch.
    (e) the reproducer.

18. Of the following choices, which is an input device?

    (a) The Central Processing Unit.
    (b) The card reader.
    (c) The reproducer.
    (d) A keypunch.
    (e) A printer.

19. Of the following choices, which is an output device?

    (a) A disk drive.
    (b) A keypunch.
    (c) A printer.
    (d) The Central Processing Unit.
    (e) A card reader.

20. Of the following, which is a mass storage device?

    (a) A magnetic tape drive.
    (b) The Central Processing Unit
    (c) A card reader.
    (d) A printer.
    (e) A reproducer.

21. A computer program is

    (a) a set of instructions for the computer.
    (b) the Central Processing Unit.
    (c) a deck of cards.
    (d) the data.

22. Which of the following can cause data processing results (answers) to be wrong?

    (a) A "BUG" in the program.
    (b) Wrong input data.
    (c) Invalid logic in program design.
    (d) Poor computer operations.
    (e) All of the above.

23. Which of the following is a function of the Central Processing Unit?

    (a) To read cards.
    (b) To perform any arithmetic desired.
    (c) To use for mass storage of data.
    (d) To read data from magnetic tape.
    (e) To read data from magnetic disk.

POST-TEST

INSTRUCTIONS

1. On your test paper - circle the one letter which you feel most accurately answers the questions.

2. Questions 24 through 33 will require you to write out answers to questions. Please respond to all questions and do not leave any answer blank.

3. Using the test you have just completed, transfer your answers to the IBM card provided and follow the instructions below.

   A) Turn your IBM card over and write your name on the back (in ink) on the line indicated for name.

   B) Write your grade on the line indicated for student number.

   C) Now turn your IBM card over and use your IBM pencil to complete the following information.

   D) With the card facing you (horizontally) - look in the lefthand column and you will see numbers 1, 2, 3, 4 and 5. "Bubble in" (darken in space listed for Number 1). Make sure your lines are heavy (dark enough) and keep inside the lines outlined for Number 1.

   E) Now turn your card straight up and down (vertically) so that the column starting with Number 1 is facing you (to your left side).

   F) You are to transfer the answers which you have circled on your question sheet in the following manner: - "bubble in"(that is, fill in the space with your IBM pencil) the letter which you have circled on your test.

   G) REMINDER: YOU WILL ONLY BE TRANSFERRING ONE ANSWER FOR EACH QUESTION.

4. Questions 24 through 33 cannot be transferred to your IBM card, therefore you will only have responses marked through Number 23. However, make certain that you have completed responses to questions 24 through 33 on your Test sheet.

PUBLICATIONS/DATA SYSTEMS
MASS COMMUNICATIONS

BROWARD COMMUNITY COLLEGE

STUDENT'S NAME____________________________________ DATE______________________

GRADE____________________ SCHOOL __________________________

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   (a) True
   (b) False

8. Since a photograph records an actual scene, there is no way it can be unfair.

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   (b) False

9. Freedom of the press means there are no restrictions on what can be said or published.

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   (b) False

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   (a) to establish what the nation as a whole feels.
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   (c) to help define problem areas.
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(e) none of the above.

15. Computer analysis will be used more and more by mass media in the next decade.

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(b) False

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(e) All of the above.

23. Which of the following is a function of the Central Processing Unit?

(a) To read cards.
(b) To perform any arithmetic desired.
(c) To use for mass storage of data.
(d) To read data from magnetic tape.
(e) To read data from magnetic disk.

24. Two new ideas I learned during my visit to the Mass Communications Department were:

(1) ____

(2) ____

25. As a result of my visit to the Mass Communications Department, I changed my view on

____

26. The thing I liked most in my visit to the Mass Communications Department was:

____

27. The part of Mass Communications I would like to know more about is:

____

28. If I were assigned the task of planning a program for other middle school children visiting the Mass Communications Department, my program would include:

____

____

29. Two new ideas I learned during my visit to the Computer Department were:

(1) ____

(2) ____

30. As a result of my visit to the Computer Department, I changed my view on

____

31. The thing I liked most in my visit to the Computer Department was:

____

____

32. The part of computers which I would like to know more about is ________

____

33. If I were assigned the task of planning a program for other middle school children visiting the Computer Department, my program would include:

____

____

MASS COMMUNICATIONS PROGRAM

PUBLICATIONS/DATA SYSTEMS

THE MASS COMMUNICATIONS/COMPUTER SESSION FOR GIFTED STUDENTS

The objective of the joint session on Mass Communications and Computers was to try integrating the two areas while also dealing with explicit information in each discipline. From the response of the students to seeing the computer results generated on their data, the experiment appeared to be a success. An analysis of the data on the control group revealed the following:

1) There is no significant correlation between IQ level and rank on test performance. Since the IQ range is small, this is to be expected.

2) No student missed fewer questions on the post-test than on the pre-test. One student remained the same, all others improved their scores.

3) Items 11 and 12 on the objective test regarding surveys, showed a slight increase in the number missed. Analysis of the wrong answers chosen suggests that having the data computerized gave it an authenticity which made the group believe that small numbers are adequate for a survey even though it was carefully verbalized during the session that the larger and more varied or representative the group surveyed, the better the survey results.

4) Since question number 7 of the test was central to the Mass Communication session, the response to it was compared with the open response to the post-test written answers to items number 1 and number 2. (Question number 7 was true-false: "If a reporter or news commentator is honest, he will also be correct.") Students who missed the question on both the pre and post tests, when asked what they learned, verbalized: "Different people see things in different ways," "People see and hear an event the way they want to." Each person

sees things differently." Students who missed question 7 on the pre-test but answered correctly on the post-test, made similar remarks: "People have different ideas about things," "The facts of a reporter's story may be changed and incorrect if the reporter is not observant." This suggests that answers to some questions may be more difficult to integrate than others. For example, learning that an encoder is defined as the sender of a message does not involve one personally, whereas concluding that being honest is not the same as being factual does involve a person's value system and their background.

The written comments were more re-enforcing than the test results showed in that the students singled out the basic conceptual objective of being aware of how mass media can influence.

KEY TO MASS COMMUNICATIONS

(Data Systems/Publications) Pre and Post Test Responses

Item Grid:

The red letter denotes which wrong answer was on pre-test.

b The red dash (-) denotes no response on pre-test.

e

The black letter denotes which wrong answer was on post-test.

No letter denotes right answer.

Bottom Numeric Tabulation:

The red number denotes total number of students missing that question* on pre-test.

$\frac{11}{2}$ The black number denotes total number of students missing that question* on post-test.

* Question number is at the top of column.

Right Side Numeric Tabulation:

The red number denotes total number questions missed by that student* on pre-test.

$\frac{7}{2}$ The black number denotes total number of questions missed by that student* on post-test.

* Student identified on the left edge of paper by the letter.

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MASS COMMUNICATIONS PROGRAM

(DATA SYSTEMS/PUBLICATIONS)

In considering the responses of the Olsen Middle School students to the post-test questionnaire, the following results were noted:

QUESTION:

#24: (TWO NEW IDEAS I LEARNED DURING MY VISIT TO THE MASS COMMUNICATIONS DEPARTMENT WERE:)

All the students listed two new ideas they had learned.

#25: (AS A RESULT OF MY VISIT TO THE MASS COMMUNICATIONS DEPARTMENT, I CHANGED MY VIEW ON:)

Eighteen students indicated they changed their views as a result of their participation in the Mass Communications Program. Two of the participants responded they did not change their views.

#26: (THE THING I LIKED MOST IN MY VISIT TO THE MASS COMMUNICATIONS DEPARTMENT WAS:)

All the students listed something they most enjoyed.

#27: (THE PART OF MASS COMMUNICATIONS I WOULD LIKE TO KNOW MORE ABOUT IS:)

All the students except one listed something they would have liked to learn. One student did not respond.

#28: (IF I WERE ASSIGNED THE TASK OF PLANNING A PROGRAM FOR OTHER MIDDLE SCHOOL CHILDREN VISITING THE MASS COMMUNICATIONS DEPARTMENT, MY PROGRAM WOULD INCLUDE:)

Twenty participants responded positively with suggestions. Most responses were a repeat of the BCC program.

#29: (TWO NEW IDEAS I LEARNED DURING MY VISIT TO THE COMPUTER DEPARTMENT WERE:)
Nineteen students listed two new ideas they had learned. One student listed only one new idea he had learned.

#30: (AS A RESULT OF MY VISIT TO THE COMPUTER DEPARTMENT, I CHANGED MY VIEWS ON:)
Eighteen students indicated they changed their views as a result of their participation in the Computer Program. Two of the participants responded they did not change their views.

#31: (THE THING I LIKED MOST IN MY VISIT TO THE COMPUTER DEPARTMENT WAS:)
All students listed something they most enjoyed.

#32: (THE PART OF COMPUTERS WHICH I WOULD LIKE TO KNOW MORE ABOUT IS:)
All the students listed something they would have liked to learn.

#33: (IF I WERE ASSIGNED THE TASK OF PLANNING A PROGRAM FOR OTHER MIDDLE SCHOOL CHILDREN VISITING THE COMPUTER DEPARTMENT, MY PROGRAM WOULD INCLUDE:)
Twenty participants responded positively with suggestions. Most responses were a repeat of the BCC program.

MASS COMMUNICATIONS

(DATA SYSTEMS/ PUBLICATIONS)

OLSEN MIDDLE SCHOOL

POST-TEST RESPONSES

Item Number Post-Test	Positive Responses	Negative Responses	Other	No Response	Total Responses
Item #24	20	0	0	0	20
Item #25	18	0	2	0	20
Item #26	20	0	0	0	20
Item #27	19	0	0	1	20
Item #28	20	0	0	0	20
Item #29	19	0	1	0	20
Item #30	18	0	2	0	20
Item #31	20	0	0	0	20
Item #32	20	0	0	0	20
Item #33	20	0	0	0	20
Total:	194	0	5	1	200

INSTRUCTIONS

1. Turn your IBM card over and write your name on the back (in ink) on the line indicated for name.

2. Write your grade on the line indicated for student number.

3. Now turn your IBM card over and use your IBM pencil to complete the following information.

4. With the card facing you (horizontally) - look in the lefthand column and you will see numbers 1, 2, 3, 4 and 5. "Bubble in" (darken in space listed for number 1). Make sure your lines are heavy (dark enough) and keep inside the lines outlined for Number 1.

5. Now turn your card straight up and down (vertically) so that the column starting with Number 1 is facing you (to your left side).

6. You are to select one answer for each question. Once you have selected your answer to the question, using the answer sheet, - "bubble in" (that is, fill in the space with your IBM pencil) the letter which you feel answers the question most accurately. SELECT ONLY ONE ANSWER FOR EACH QUESTION. THERE ARE NO CORRECT ANSWERS. YOUR OPINION IS THE IMPORTANT FACTOR.

MASS COMMUNICATIONS PROGRAM SURVEY

"WHO RUNS AMERICA?"

1. Which of the following men do you consider the most influential in America today?

   (a) Ralph Nader
   (b) Richard Nixon
   (c) David Rockefeller
   (d) George Meany
   (e) Henry Kissinger

2. Which of the following men do you consider the most influential in America today?

   (a) William Simon
   (b) Edward Kennedy
   (c) Gerald Ford
   (d) Mike Mansfield
   (e) Warren Burger

3. Influential leadership should be attributed mostly to

   (a) a person's personal qualities.
   (b) a person's organizational or institutional ties.
   (c) both of the above.
   (d) none of the above.

4. The most influential U.S. Senator is

   (a) Barry Goldwater (Republican/Arizona)
   (b) Henry Jackson (Democrat/Washington)
   (c) Mike Mansfield (Democrat/Montana)
   (d) Hugh Scott (Republican/Pennsylvania)
   (e) Edward Kennedy (Democrat/Massachusetts)

5. Which of the following institutions or organizations is most influential on decisions or actions affecting the nation as a whole?

   (a) Labor unions
   (b) White House
   (c) Newspapers
   (d) Supreme Court
   (e) Television

6. Which of the following institutions or organizations is most influential on decisions or actions affecting the nation as a whole?

(a) U.S. House of Representatives
(b) U.S. Senate
(c) Industry
(d) Labor unions
(e) Government "bureaucracy"

7. Which of the following institutions or organizations is most influential on decisions or actions affecting the nation as a whole?

(a) Financial institutions
(b) Educational institutions
(c) Magazines
(d) Radio
(e) Organized religion

8. Which of the following institutions or organizations is most influential on decisions or actions affecting the nation as a whole?

(a) Cabinet
(b) Democratic Party
(c) Republican Party
(d) Organized religion
(e) Advertising agencies

9. Which of the following do you consider the most influential in America today?

(a) Political and governmental institutions
(b) Religious and educational institutions
(c) Business, industry and finance

10. Does America have a lack of good leadership?

(a) Yes
(b) No

11. Does the fact that a person is influential mean that the influence he exerts is good?

(a) Yes
(b) No

12. King Faisal of Saudi Arabia influences the United States today.

    (a) Yes
    (b) No

13. Mao Tse-tung of Red China influences the United States today.

    (a) Yes
    (b) No

14. Pope Paul VI influences the United States today.

    (a) Yes
    (b) No

15. Golda Meir of Israel influences the United States today.

    (a) Yes
    (b) No

16. Soviet boss Leonid Brezhnev influences the United States today.

    (a) Yes
    (b) No

MASS COMMUNICATIONS PROGRAM

(U.S. NEWS AND WORLD REPORT SURVEY)

"WHO RUNS AMERICA." - A VIEW FROM THE GIFTED SIDE

The final program for the Gifted students from Olsen Middle School involved a combined seminar on Mass Communications and computers. The integrating aspect of this program was a survey taken by the students on WHO RUNS AMERICA which was processed by the computer and then used in the Mass Communications session for discussion as to how the media might present it and how bias could be introduced.

Whereas the students had only 20 to 30 minutes to assimilate and discuss the results of the survey, it was felt that an analysis of the findings compared to the original survey would be a beneficial spin-off.

The original survey was conducted by U.S. NEWS AND WORLD REPORT, issue of April 22, 1974, on 500 leaders in America today. The survey of the Olsen Middle School Gifted test group was conducted at BCC, May 23, 1974. The results were analyzed by the computer as one group and then also analyzed by dividing the students arbitrarily by alphabet into two equal groups.

SURVEY RESULTS

National people, national institutes and international people were the three cluster influences studied.

Under national figures, the student group ranked Kissinger as more influential than Nixon (40.6% vs. 34.4%). However, significant differences with the student groups existed: Group number 1 favored Nixon 37.5% over Kissinger 25%, while Group number 2 favored Kissinger 56.3% over Nixon - 31.3%. The leaders in the U.S. NEWS magazine survey ranked Nixon first and Kissinger second. Both students and leaders ranked the next three figures in identical order -- Meany, Nader and Rockefeller.

In a second question on influential men, the students ranked Gerald Ford first (71.9%), followed by a tie between William Simon and Edward Kennedy, and ending with Warren Burger (3.1%). The leaders ranked Warren Burger first, William Simon, Gerald Ford, Mike Mansfield and Edward Kennedy in descending order. Perhaps the time factor of over a month could be regarded as a factor in the higher rating of Ford. Or, as the students suggested, familiarity with the name influenced them and Ford had been in the news more than the other men during recent times.

Familiarity with the names was also advanced by the students as the reason for rating Edward Kennedy and Barry Goldwater as the most influential senators (50% and 31.3% respectively) while the leaders ranked Mansfield and Jackson as the two most influential senators.

In agreement with the leaders, the students (87.5%) felt that influential leadership should be attributed to both the personal qualities and the organizational and institutional ties.

On national institutes in general, the students viewed the government as more influential than the leaders did. Given the five influences listed as top by the leaders, the students ranked the White House first with 46.9%, the Supreme Court and newspapers tied with 18.8%, television with 12.5% and Labor Unions last. The leaders ranked television first, followed by the White House, the Supreme Court, newspapers and labor unions, in that order.

MASS COMMUNICATIONS PROGRAM

(U.S. NEWS AND WORLD REPORT SURVEY)

The students ranked the Senate as much more influential (62.5%) than government bureaucracy, the House of Representatives, labor unions and industry. The U.S. NEWS' leaders' group gave equal ranking to labor unions, the Senate and industry, with government bureaucracy and the House of Representatives lower.

The Cabinet (28%) was ranked higher than the Democratic Party (25%), the Republican Party (21%), advertising (18%), and organized religion (6%). The leaders ranked the Democratic Party first, advertising second, followed by the Cabinet, the Republican Party, and organized religion.

Both groups agreed that financial institutions were more influential than educational institutions, magazines, radio and religious institutions. However, the students placed educational institutions higher than magazines, and organized religion higher than radio, while the leader group did the reverse.

Both leaders and students ranked political and governmental institutions as much more influential (69.6%) than business, industry and finance (28.1%), with religious and educational institutes ranking a very low third place (3.1%).

Students agreed with leaders that there is a definite lack of leadership (71% said yes, 28% said no). However, it is interesting to note that the student groups differed. Group number 1, which ranked Nixon higher than Kissinger, also gave a lower percentage "yes" answer -- 56% yes, 43% no. Group number 2, which ranked Kissinger higher, gave 87% yes and 12% no. Both surveys observed that a person could be influential without necessarily being a "good" influence.

MASS COMMUNICATIONS PROGRAM

(U.S. NEWS AND WORLD REPORT SURVEY)

Influence by international figures was recognized by the students. Two out of three of the students felt that King Faisal of Saudi Arabia, Golda Meir and Leonid Brezhnev were influential in the United States. Only one out of three students felt that Mao Tse-tung and Pope Paul VI were influential in the United States. One interpretation given by the students was that perhaps they were biased by their own religious preferences but a show of hands on Jewish students voting for Golda Meir and Catholic students voting for Pope Paul VI made this interpretation questionable.

Whereas in the original U.S. NEWS AND WORLD REPORT survey of leaders the respondents generated the names, in the Broward Community College Gifted child control group survey the students responded to structured options. However, the general conclusion seems warranted that the students placed more emphasis on government influence and less on media influence than the magazine's leader group did.

WHO RUNS AMERICA?

A National Survey

THE TOP 12— HOW THE VOTING WENT

A cross section of American leaders listed the five men or women they regarded as the "most influential in the United States today." In tabulating the results, 5 points were awarded to the person named in first place, 4 points for second place, and so on down to 1 point for fifth place. The results—with the number of first-place votes in parentheses.

		Points
1.	Richard Nixon (279)	1,773
2.	Henry Kissinger (119)	1,409
3.	George Meany (12)	404
4.	Ralph Nader (7)	218
5.	David Rockefeller (7)	194
6.	Warren Burger (1)	184
7.	George Shultz (3)	182
8.	William Simon (5)	178
9.	Gerald Ford (1)	167
10.	Wilbur Mills (2)	153
11.	Mike Mansfield (1)	152
12.	Edward Kennedy (4)	149

CLEAR ANSWERS to an ever-present question—which people most influence the way America is run?—now come from men and women uniquely qualified to judge: U. S. leaders themselves.

Nearly 500 of them responded to a nationwide survey on national influence, conducted by "U. S. News & World Report." Their replies add up to this broad conclusion:

Richard M. Nixon is still considered the "most influential" American of all—no matter the controversy that surrounds him.

Secretary of State Henry A. Kissinger comes in a close second in the judgment of 490 top bankers, businessmen, industrialists, members of Congress, government officials, editors, clergymen, educators and labor leaders.

The President and Mr. Kissinger rank far ahead of the other 10 persons named most often as those who influence the course of events that shape America.

Beyond the question of which Americans are judged to be "most influential," insights from this survey reach deeply into the nature of leadership as a whole in the United States of 1974.

Many who named Mr. Nixon specified that they did so because of the power of the office—whoever may occupy it.

Times have changed. Broadly, the nation's top men and women replying to the "U. S. News & World Report" questionnaire appeared to feel that influence in this country has changed a great deal from the days when powerful industrialists and merchants could pick presidential nominees, labor leaders could call a strike to cripple industry, almost at will, or bankers alone could create panic in Wall Street.

A Roman Catholic leader who participated in the survey, Archbishop James V. Casey of Denver, commented:

"The days of the single great person are gone. Power is much stronger in groups than in individuals and is always exerted through an organization."

Clearly, it seemed to many answering the poll that yesterday's titans have become today's organization men.

About half of the respondents felt that influential leadership should be attributed mostly to a person's organizational or institutional ties. Fewer than one quarter believed that leaders were influential mainly because of their personal qualities. Slightly more than 25 per cent held that influence flowed about equally from a leader's personal and institutional strengths.

President Richard M. Nixon

"He can make military, economic, social things happen more than any American."

Secretary Henry A. Kissinger

Some respondents in th survey considered him "th hero the public needs."

George P. Shultz

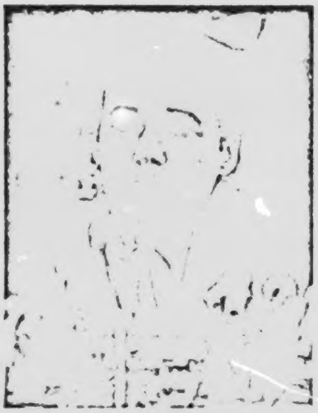
As Secretary of the Treasury, "the real brains in the Nixon Administration."

Energy Czar William E. Simon

Holding down a job "of monstrous power and publicity" during the energy crisis.

Labor's George Meany

One assessment: "Certainly one of the premier power-wielders in America."



Consumerism's Ralph Nader

In recent years, "watchdog of government and industry for the common man."

Banker David Rockefeller

As a financial counselor, "soundest of the bankers . . . willing to speak out."

Chief Justice Warren Burger

In the highest court in the land, "a supreme interpreter of the Constitution."

Vice President Gerald R. Ford

Seen as "a sensible, open, honest man" who may restore faith in "The System."

Representative Wilbur D. Mills

A tax authority hailed as "perhaps the most powerful figure in the U. S. House."

Senator Mike Mansfield

"Great influence in the Senate and, therefore, on the course of national events."

Senator Edward M. Kennedy

Bearing a "magic" name, "he represents hope for many disenchanted people."

Replies to a question about the relative strength of institutions reflect another basic change:

Few leaders regard business, pure and simple, as any longer a predominant influence on national life and attitudes.

Instead, they put television, itself a prime element in merchandising as well as entertainment and public affairs, in first place—with U. S. Government and its various branches otherwise dominating the top dozen influential areas.

To appraise individual influence in the U. S. today, "U. S. News & World Report" asked America's leaders to list "the five men or women who, in your opinion, are the most influential in the United States today."

The term "most influential" was defined as meaning "those persons who, by exercising their abilities, reputation, power or wealth, most deeply affect the course of national events."

Many, in replying to this questionnaire, spoke of their difficulty in arriving at a precise answer in today's complex and rapidly shifting society.

These difficulties were underlined in the case of David Rockefeller, chairman of the Chase Manhattan Bank, who was ranked fifth on the national list, and Representative Wilbur D. Mills (Dem.), of Arkansas, who placed tenth over all. In terms of influence within their respective fields, colleagues ranked them second to others.

Nonetheless, there was little diversity of opinion in naming persons at the top of influence.

Richard M. Nixon, 61, President of the United States

"He is still the President." These five words were used by many participants in the poll to explain why they picked Mr. Nixon as No. 1. A newspaper editor put it this way: "He can make military, economic and social things happen more than any other American."

A majority of all those voting agreed that any man occupying the White House is clothed with great authority, no matter how much trouble he may be in politically. "The President is always the most influential person in the U. S. regardless of how he uses his influence," said a businessman.

One U. S. Senator who admires Mr. Nixon gave him top credit for a number of accomplishments. Among them were ending the war in Vietnam and bringing about a *detente* with Red China and the Soviet Union. But a bank president said: "If—I repeat, if—he would clear the air on Watergate, he could again lead the country."

Several people who nominated President Nixon as No. 1 added the word "unfortunately" after his name. A TV executive said Mr. Nixon was influential "merely by virtue of his office." One Congressman ascribed the President's power to "his electronic throne" [television]. A Senator who ranked

(continued on next page)

WHO RUNS AMERICA?

[continued from preceding page]

Mr. Nixon No. 2 as "most influential" explained his decision with this comment:

"The incumbent in the Presidency of the United States should be and normally would be 'most influential'—but I cannot see it being the case with respect to President Nixon, notwithstanding his sweeping 1972 election victory. Why? The answer: Watergate and the apparent White House involvement. Being in the Presidency keeps Richard Nixon on the 'influential' list."

Henry A. Kissinger, 50, Secretary of State

No one among the top 12 was praised as highly as this Harvard professor-turned-diplomat.

Mr. Kissinger was variously described as "the sole remaining 'knight on a white charger' in the executive branch," and as "the hero the public needs." A TV executive said: "His ability to make quick personal decisions, his drive and his vigor, have given the Administration and the American people a shot in the arm desperately needed in the face of Watergate."

Secretary Kissinger received widespread support for his role as peacemaker in the Middle East and for his help in the energy crisis. "In effect," said an eminent educator, "Kissinger is functioning as an American president for international relations." Some typical compliments:

"A giant in international affairs."

"A real wizard."

"Greatest diplomat in this century."

A Congressman said of the Secretary of State: "His genius has enabled the President to change the entire course of world politics and economics." An industrialist's summation: "He has accomplished almost impossible compromises through his brains, frankness and persistence."

Few people who identify Mr. Kissinger as a man of influence found much to criticize about him, although one businessman wrote, as a footnote to his questionnaire: "God knows what he's given away that we haven't heard of yet!"

A high churchman who rated Mr. Kissinger No. 3—below Editor Norman Cousins and Pope Paul VI—made this personal observation:

"His policies are obscure and the eventual results of his work uncertain. But there is no denying that for millions all over the world he represents the American over-all commitment to peace."

Far behind the President and Mr. Kissinger, but running somewhat ahead of others on the "top dozen" list named by U. S. leaders, were two other men.

George Meany, 79, president of the AFL-CIO

Mr. Meany's imposing stature was attributed largely to his control of labor's millions and the pressure he can apply on Congress and other legislative bodies. His powerful weapon—the strike—impresses many. A Congressman called him: "Certainly one of the premier power-wielders in America."

Mr. Meany scored very strongly in the poll, with 12 first-place votes. He received 30 for second place, 42 for third, 30 for fourth and 38 for fifth.

Many survey participants thought the AFL-CIO chief would have a lot of weight in the 1976 presidential election, particularly in "Middle America." Said a TV news director: "In the absence of any strong Democratic leadership, Meany is probably the strongest voice of that philosophy."

With the respect expressed for Meany, there was also a tinge of apprehension. A member of the House of Representatives described him as "the autocratic baron of organized labor and the one man to whom half of the Congress is subservient." A newspaperman commented: "He exerts enormous influence through his ability to browbeat politicians and get away with it."

Ralph Nader, 40, champion of the consumer

Mr. Nader came through in survey comment characterized as "a man you can trust."

Said one editor: "The little man in America doesn't have any real elected leader any more. Nader fills this gap to some extent by challenging the Establishment."

Described variously as "the father of consumerism" and "the watchdog of government and industry for the common man," Mr. Nader was regarded by many as a rallying point in a time of general disarray.

"Mr. Nader has tirelessly worked to improve the lot of American consumers," a Congressman commented. "Almost by himself, he brought the auto makers into a form of accountability for safety standards in production."

Supporters of Mr. Nader in the poll felt he has been very influential in the passage of consumer legislation, that he has established consumerism alongside of industry and labor as a basic element of the economy, and as a result has revolutionized American buying habits.

Like most other men at the top of the poll, the crusading lawyer had detractors as well as admirers. "More negative than positive," said one businessman, "but people do listen to him and feel he is looking out for their interests."

An editor described Mr. Nader's influence in this fashion: "He has affected the lives of every motorist who has to live with a buzzer when seat belts aren't fastened."

Rounding out the 12 top-ranking Americans named as "most influential" are eight men grouped closely together by those who responded.

David Rockefeller, 58, international banker

Of all the Rockefeller brothers, David Rockefeller scored highest in this survey. The chairman of the Chase Manhattan Bank was characterized by some who named him as a prime example of the power of wealth.

As a money man, Mr. Rockefeller was said to affect the financial structure of not only this country but many others. He was credited with having "incredible behind-the-scenes influence." People also regard him as a spokesman for the financial community. "He has seemed the soundest of the bankers who is willing to speak out," said a Congressman.

Other assessments: "Nearest thing to leader of the private sector," and "the Kissinger of private capital."

Warren E. Burger, 66, Chief Justice of the United States

Chief Justice Burger, No. 6 on the leadership list of 12, comes through as symbolizing the expanding role courts are playing in American life.

The Chief Justice was called "a supreme interpreter of the Constitution" and a man in a position to pilot the Supreme Court into new social courses.

Many poll participants who named him made the point that rulings of the High Court now seem to affect every facet of American lives. A banker said: "The law lies at the heart of the social fabric of our nation, and the Burger court is changing it in sweeping ways."

George P. Shultz, 53, Secretary of the Treasury

Secretary Shultz, who plans to leave his Cabinet job next month, won votes for his great influence on economic policy.

In addition to being Secretary of the Treasury, Mr. Shultz is Assistant to the President, and has been serving as U. S. Governor of the International Monetary Fund, the International Bank for Reconstruction and Development and the Inter-American and Asian Development banks.

Admirers of Mr. Shultz credit him with being "the real brains of the Nixon Administration," following an aggressive course in fiscal management. On the home front, he was held

(continued on page 34)

THE MOST INFLUENTIAL PEOPLE IN NINE FIELDS—AS RANKED BY THEIR PEERS

One of the questions in the "U. S. News & World Report" survey asked those queried to list the three men or women they considered to be the "most influential" in each respondent's particular field. Three points were awarded to the person named first, 2 for the second-place choice, 1 for third. The results:

LAW

1. **Warren Burger**, Chief Justice of the U. S.
2. **Chesterfield Smith**, president, American Bar Association
3. **John Sirica**, federal court judge
4. **William Saxbe**, Attorney General
5. **Leon Jaworski**, Special Watergate Prosecutor

NEWSPAPERS

1. **Katharine Graham**, publisher, "The Washington Post"
2. **Arthur O. Sulzberger**, publisher, "The New York Times"
3. **James Reston**, columnist, "The New York Times"
4. **John S. Knight**, editorial chairman, Knight Newspapers, Inc.
5. **Paul Miller**, chairman, Gannett Company, Inc.

TELEVISION

1. **Walter Cronkite**, commentator, Columbia Broadcasting System
2. **John Chancellor**, commentator, National Broadcasting Company
3. **Frank Stanton**, vice chairman, Columbia Broadcasting System
4. **Julian Goodman**, president, National Broadcasting Company
5. **Richard Salant**, president, CBS News

LABOR

1. **George Meany**, president, AFL-CIO
2. **Frank Fitzsimmons**, president, Teamsters
3. **Leonard Woodcock**, president, United Auto Workers
4. **Alexander Barkan**, political director, AFL-CIO
5. **I. W. Abel**, president, Steelworkers Union

BANKING

1. **Walter Wriston**, chairman, First National City Bank of New York
2. **David Rockefeller**, chairman, Chase Manhattan Bank
3. **Arthur Burns**, chairman, Federal Reserve Board
4. **Alden W. Clausen**, president, Bank of America
5. **Gaylord Freeman**, chairman, First National Bank of Chicago

EDUCATION

1. **Clark Kerr**, chairman, Carnegie Council on Higher Education
2. **Caspar Weinberger**, Secretary of Health, Education and Welfare
3. **Roger Heyns**, president, American Council on Education
4. **Kingman Brewster**, president, Yale University
5. **Father Theodore Hesburgh**, president, University of Notre Dame

ADVERTISING

1. **William Bernbach**, chief executive officer, Doyle Dane Bernbach, Inc.
2. **David Ogilvy**, board chairman, Ogilvy & Mather
3. **John Crichton**, president, American Association of Advertising Agencies, Inc.
4. **Mary Wells Lawrence**, president, Wells, Rich, Greene, Inc.
5. **Edward Ney**, chief executive officer, Young & Rubicam, Inc.

U. S. SENATE

1. **Mike Mansfield** (Dem.), Montana, Majority Leader
2. **Henry Jackson** (Dem.), Washington
3. **Edward Kennedy** (Dem.), Massachusetts
4. **Hugh Scott** (Rep.), Pennsylvania, Minority Leader
5. **Barry Goldwater** (Rep.), Arizona

U. S. HOUSE OF REPRESENTATIVES

1. **Carl Albert** (Dem.), Oklahoma, Speaker
2. **Wilbur D. Mills** (Dem.), Arkansas, chairman of the Ways and Means Committee
3. **George H. Mahon** (Dem.), Texas, chairman of the Appropriations Committee
4. **Thomas P. O'Neill, Jr.** (Dem.), Massachusetts, Majority Leader
5. **John J. Rhodes** (Rep.), Arizona, Minority Leader

WHO RUNS AMERICA?

[continued from page 32]

to have as much clout as Mr. Kissinger does in foreign affairs. "The closest thing we have to a domestic President," said one educator participating in the poll.

William E. Simon, 46, the energy "czar"

"Our almost total dependency on gasoline and oil in our mobile and industrialized life style has catapulted Simon into a job of monstrous power and publicity," said a television executive.

Mr. Simon, who gained his reputation as Deputy Secretary of the Treasury and Administrator of the Federal Energy Office, was said by a business leader discussing fuel to have "given a sense of credible leadership in confronting our nation's most serious problem."

There were some critics. An industrialist called him "a superbureaucrat." Another poll participant dubbed the energy czar "most likely to demonstrate bureaucracy at its worst."

Despite such criticism, Mr. Simon now appears to be moving into areas of even greater influence among President Nixon's top advisers.

Gerald R. Ford, 60, Vice President of the U. S.

What seemed to strike most U. S. leaders about Vice President Ford was his unflappable character. "Jerry Ford," said a man who served with him in the House, "epitomizes the best in public life, i.e., integrity, respect, knowledge of issues, political know-how."

One business executive called him a sensible, open, honest man who may begin to influence public opinion back to a feeling of confidence in the system," while another said: "Mr. Clean—so far."

Mr. Ford attracted support because of his No. 2 position in the executive branch of the Government and the possibility that he could become the next President. People seemed to be looking at his future prospects rather than his present job. As one college administrator put it: "Mr. Ford's power is more in reserve."

Representative Wilbur D. Mills, 64

Mr. Mills made the top 12 because he is chairman of the House Ways and Means Committee, the basic tax-writing group in Congress.

The Arkansas lawmaker drew comments such as these—

From a religious leader: "The only really effective voice in fiscal policy."

A company president: "Probably one of the most knowledgeable men in our Congress."

A TV executive: "Perhaps the most powerful figure in the House."

Senator Mike Mansfield, 71

Like Representative Mills, Senator Mansfield is ranked high among influential Americans because of his powerful position in Congress. The Democrat from Montana is the Senate's Majority Leader.

Persons voting for Senator Mansfield in the poll spoke of him with both respect and affection. "He has a reasoned approach to national problems," said a businessman.

From a member of the House:

"He has high credibility, plus great influence in the Senate and, therefore, on the course of national events. He has no public influence, being as colorless as a box of soap."

Senator Edward M. Kennedy, 42

The last of the Kennedy brothers won recognition mainly for what was considered to be his influence in the Democratic Party and his potential as a presidential contender in 1976. An educator commented:

"Despite his Cape Cod misfortune [at Chappaquiddick] he represents the Kennedy clan and the Democratic Party. He is growing each day."

Another educator, in a typical comment, said: "He represents hope for many disenchanted people, has influenced the Senate, and has a reputation for favoring health care."

Many people participating in the poll spoke of the "magic" of the Kennedy name and the Massachusetts Senator's personal charm.

From a businessman: "He inherits the hopes of liberals who supported his brother."

A number of other Americans did well in the survey.

Among them were Walter Cronkite, CBS news commentator; Senator Henry M. Jackson, a potential candidate for the Democratic presidential nomination in 1976; U. S. District Judge John J. Sirica, who headed the judicial inquiry into the Watergate break-in; Katharine Graham, publisher of "The Washington Post", Billy Graham, the evangelist; John Gardner of Common Cause, Governor George C. Wallace of Alabama, and ex-Governor Nelson Rockefeller of New York.

RATING AMERICA'S MOST POWERFUL INSTITUTIONS

Leading Americans in many fields were given a list of 18 organizations and institutions in the U. S. and asked to rate each on a scale of 1 to 10—1 for the lowest degree of influence, 10 the highest. Specifically, the respondents were asked. "For each organization or institution, would you please rate it according to the amount of influence you think it has on decisions or actions affecting the nation as a whole?" The results:

		Average Rating
1.	Television	7.2
2.	White House	6.9
2.	Supreme Court	6.9
4.	Newspapers	6.4
5.	Labor unions	6.3
5.	Industry	6.3
5.	U. S. Senate	6.3
8.	Government "bureaucracy"	6.0
8.	U. S. House of Representatives	6.0
10.	Financial institutions	5.6
11.	Magazines	5.3
12.	Educational institutions	5.1
13.	Radio	5.0
14.	Democratic Party	4.8
15.	Advertising agencies	4.6
16.	Cabinet	4.5
17.	Republican Party	4.2
18.	Organized religion	3.9

Businessmen and industrialists fared poorly, although there were some scattered votes for the chief executive officers of General Motors, American Telephone & Telegraph, International Telephone & Telegraph and the big oil companies.

Many of those who responded to the questionnaire made this point: Describing men and women as influential does not necessarily mean that the influence they exert is good. Dr. Estelle Ramey, distinguished endocrinologist and professor of physiology and biophysics at Georgetown University's medical school, explained her selections in these words:

"Most of the people I selected are forces . . . for ill, not good, in the society. The guys in the white hats have been vanquished for the moment but there are some stirrings that give me hope."

Quite evident among the respondents was a conviction that there is a scarcity of inspiring leaders in the U. S. today. Commented J. J. Johnston, a leading Cleveland advertising executive:

"The desperate problem confronting America is a dearth of *visible* leadership. We have an abundance of good and grey, but unfortunately cold, men—but a conspicuous absence of even a single leader with the capacity to unite the diverse factions that make up this country. The vacuum of leadership obviously poses a major peril, for this nation (and the world) is ripe for a man-on a white horse—a situation which more often than not produces despots and dictators."

A member of the House said: "We are in a famine of political leadership—almost a vacuum." Theron L. Marsh, a Newark, N. J., banker, wrote: "I was amazed to find the selection of influential people so difficult."

The ladies trail. Few women scored well in the leadership poll. The strongest showing was made by Mrs. Graham, the Washington, D. C., publisher, who won the No. 1 spot in her own profession, newspapering.

Other women mentioned in the polling included Representative Martha W. Griffiths of Michigan; Clare Boothe Luce, Dr. Margaret Mead; Dr. Dixy Lee Ray, chairman of the Atomic Energy Commission; Gloria Steinem, the feminist; Jewel S. Lafontant, Deputy Solicitor General; Pat Nixon, the President's wife, and Rose Kennedy, matriarch of the Kennedy family.

Blacks fared about the same as did women in the voting. Nominations went to Dr. Clifton R. Wharton, Jr., president of Michigan State University; Senator Edward W. Brooke of Massachusetts; Ralph Abernathy, the civil-rights leader, and Mrs. Coretta King, among others, but they weren't widely supported.

A number of foreigners were mentioned as being influential in the United States, notably Pope Paul VI. Others: Golda Meir of Israel; King Faisal of Saudi Arabia; Mao Tse-tung of Red China; the Shah of Iran, and Soviet boss Leonid Brezhnev. One banker wrote on his reply: "The Arab sheiks." He added: "They have headlined the great American weakness—our immaturity and inability to adjust to adversity."

The only humorist nominated was Art Buchwald, who writes a widely syndicated newspaper column. Mr. Buchwald was the choice of a Roman Catholic prelate, who explained: "He is the Will Rogers of our moment. His influence is the traditional powerful role of the satirist in the Western World."

The only dead man nominated was the Rev. Martin Luther King, Jr., whose influence was held by his nominator to extend beyond the grave.

What of the influence wielded in the U. S. by its religious, political, economic, social and educational institutions—at a time when polls are consistently finding Americans becoming more skeptical, even hostile in some cases, to those institutions? To find out the answer, "U. S. News & World Report" asked the nation's leaders to rate 18 institutions or subgroups in the nation's social, political and economic life.

Over all, TV—"wonder child" of U. S. commerce and communication in the latter half of the twentieth century—has usurped older institutions from their place at the top.

Yet the power of the Federal Government in its many manifestations is clearly evident in the ratings given by U. S. leaders.

Tied for second were the White House and the Supreme Court. Newspapers placed fourth, with the U. S. Senate and labor unions and industry rated equally in fifth place. Government "bureacracy" and the House of Representatives tied for eighth. Farther down the list were the presidential Cabinet, along with the two major political parties.

By occupational categories, however, replies showed departures from over-all figures on institutional influence.

Editors and television-news directors placed the White House first in influence, and the Supreme Court a close second, followed—at some distance—by television.

Educational leaders put the White House in first place, with television and the Supreme Court just behind, tied for second place.

Women rated the Supreme Court substantially ahead of all other institutions, including television. Religious leaders listed the White House as the most influential of institutions, with television a close second. Members in both houses of Congress placed the White House and television in a tie at the top, while Governors did the same for the Supreme Court and television.

Labor leaders put the Supreme Court in first place by a considerable margin. Black leaders regard the White House as "most influential."

At the other end of the ratings—

All occupational groups represented in this survey of U. S. leaders placed religion in the lower third of the 18 institutions and groups listed in the questionnaire—except religious leaders, who awarded it ninth place, and Governors, whose replies added up to position No. 12.

Over all, religion came last, just behind the Republican Party.

Leaders were invited to nominate institutions or groups of their own in addition to the 18 in the questionnaire.

Many did so—and the additions, while not getting the support given to the original 18, drew some votes in the following order: the family, the judiciary, motion pictures and the film industry, youth, lobbies and other pressure groups, the women's movement, local government, State governments, sports, the military, consumer groups, veterans' organizations and minorities.

What emerges from this leadership survey, in its totality, is a portrait of influence in America that is surprisingly like some widely held suppositions—and remarkably unlike others.

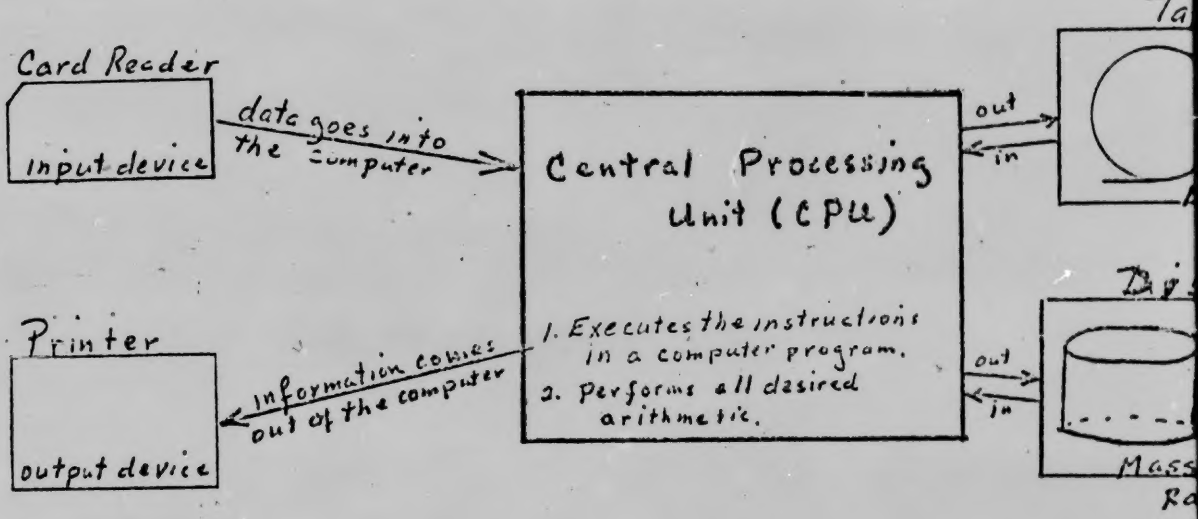
Some major implications:

- Americans see individual influence today as increasingly a matter of organizational connections rather than personal qualities, whether leadership operates in the spotlight or out of the public view.
- In the aggregate, political and governmental institutions seem to weigh most heavily in the minds of U. S. leaders when they evaluate influence. Communications—especially television—are clearly a strong and growing force, perhaps more so than might have been the case in the pre-TV days.
- Business, industry and finance do not emerge as dynamic influences in the results of this questionnaire. Many leaders could not name the top executive officers of the nation's biggest corporations, a situation that might have stirred widespread concern in times past.
- Long-held suspicions that the influence of religion, educational institutions and political parties are not as strong as once thought appear to be borne out in the answers given by America's leaders.

In offering their choices and comments some leaders expressed concern over the condition of personal and institutional influence in the U. S. today—and its implications for the future. Said James G. Affleck, president of American Cyanamid Company:

"We're in a power vacuum, and it may take this autumn's election to determine just who the influentials are. One thing is certain: Tomorrow's influentials will have to make sense to America's electorate today." **[END]**

A Computer System


Card Reader
input device
data goes into the computer
Central Processing Unit (CPU)
1. Executes the instructions in a computer program.
2. Performs all desired arithmetic.
Printer
output device
information comes out of the computer
out
in
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out
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Mass
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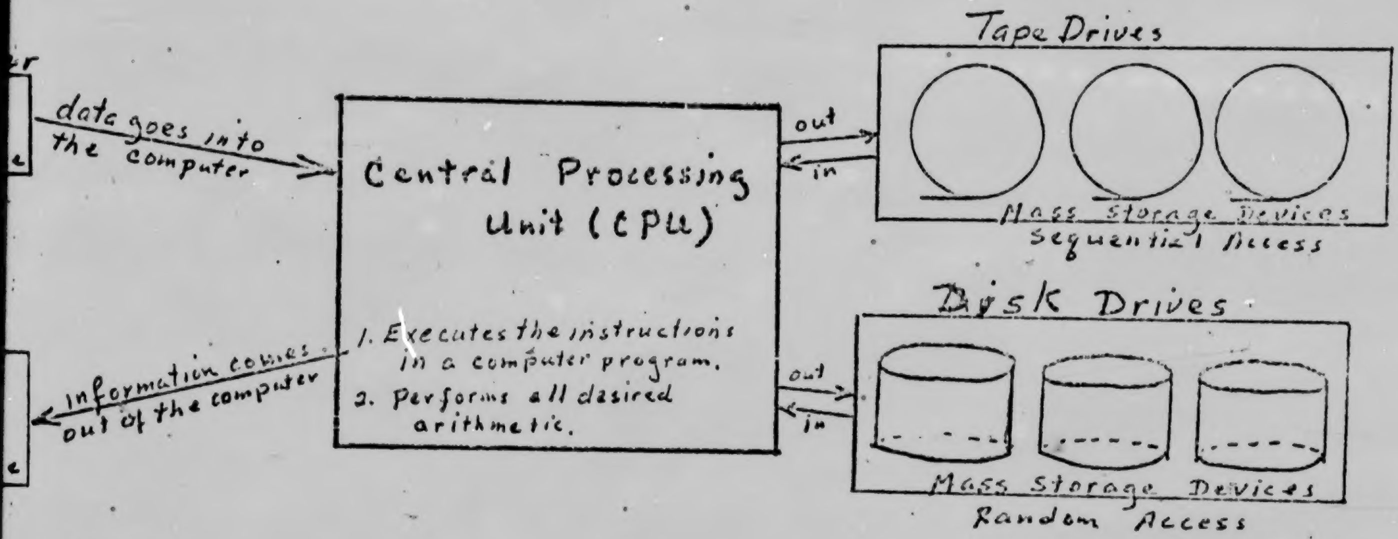
A Computer System


data goes into the computer
Central Processing Unit (CPU)
1. Executes the instructions in a computer program.
2. Performs all desired arithmetic.
information comes out of the computer
out
in
Tape Drives
Mass Storage Devices
Sequential Access
out
in
Disk Drives
Mass Storage Devices
Random Access

MASS COMMUNICATIONS PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEWS

WITH

MR. FRED SCOTT, DIRECTOR OF DATA SYSTEMS DEPARTMENT

AND

MRS. BETTY OWEN, JOURNALISM TEACHER

Carol Findley, Office of Articulation
BROWARD COMMUNITY COLLEGE

Mrs. Findley met with Mrs. Betty Owen, representing Publications, and Mr. Fred Scott, Director of Data Systems, who were responsible for the Mass Communications Program for the Gifted children of Olsen Middle School. They talked about what they had hoped to achieve and how the program was carried out. Mrs. Findley said that the final results were not yet tabulated but there was some good feedback on the program. She asked Mrs. Owen to begin the discussion by explaining a little about how her section of the program, Publications, had been correlated with Mr. Scott's section of the program, Data Systems.

Mrs. Owen summarized her thinking as follows: "Perhaps one of the outstanding things in the communications field is the orientation. The whole is constantly watched rather than any particular part. So I really felt it would be advantageous for us to be working with communicating something specific. Here my thinking was followed with, why not communicate the thing that was immediately involved? In this case, it happened to be Data Processing, the next scheduled program. Not only did this work out conveniently, but generally speaking, the Data Processing field is beginning to have enormous impact on communications insofar as how things are communicated and even what is communicated. I think this is something that is going to happen even more in the future, and so it is imperative perhaps for up and coming Gifted children to be aware of the theories of communication -- how it happens and what is going to happen, rather than for us to get into the specifics within communication. Therefore, this was the approach we took, and from the Publications viewpoint, it was very gratifying.

There were two groups of students alternating between Publications and Data Systems. The first group had the results of their work within about ten minutes of the information being sent by courier to Data Systems. This information was the result of a public opinion survey in which both groups took part. The students were really interested in seeing the results of the work they had just completed and were impressed how quickly this was done by the data machines. After receiving definite results from the processed information, we talked in terms of how we could interpret these results, and theoretically, what the best way to get this information to the public might be. We discussed what things could happen to it that could be good or bad in terms of communication. When the second group came, I found the same thing was happening. They had been to Data Systems and had seen how the computer worked with their materials, but then when they arrived at Publications and were to work with it again, they were just as interested in seeing how their answers to the survey could tie right in with the overall thing that I'd chosen which was recognizing how bias can work into communications. This is good for them to know, because even if they never work as communicators, they are going to constantly be the recipients of communication. I think from the enthusiasm that generated among the students, the integration of the two programs was an excellent idea and really served our purpose. Perhaps Mr. Scott can tell us what was happening at the other end of the campus while we were writing and talking."

Mr. Scott replied, "Of course, I enjoy talking to anybody about Data Processing and Computer Systems. I feel one of the problems that society has generally in accepting computers is the fact that they are quite complicated from a technical standpoint, yet it is possible to discuss these machines in very general terms, leaving out the nitty gritty and the very technical aspects, and people can come away with a very good understanding of what a computer system is like, what Data Processing is, and I really did enjoy working with these kids. They were quite sharp, they just swallow up everything you tell them. They seemed to be impressed with the machinery and it was just a great experience. I like these type of programs from one standpoint and that is, in bringing kids out here from that age group to the College now, we are really helping ourselves in the future, because these kids have now been exposed to something pretty well accepted by them that happened at Broward Community College. Without a program like this, these kids could probably go through almost to their senior year in high school without really having a good idea of what Broward Community College can offer. And I think that it's going to be a type of program like this that will have a lasting impression on them. These are sharp kids, and in the past, we've watched how sharp kids can quickly progress to the university system."

"I agree entirely," Mrs. Owen interjected, "and I think that if we always have to have a sacrificial couple of years, I would start working with this age and concentrate on it rather than ones just getting out of high school -- they are lost!"

Mr. Scott continued, "Yes, but I really do think that this is a great thing and that we will reap the benefits from programs like this because these kids are going to remember BCC and some of the good things they saw here if we have good programs, and I think we did this time. I think that people who come out here, particularly kids, who see the Planetarium for instance, have got to come away impressed and recognize that there is quality education at this College available to them."

Mrs. Owen added: "I think one thing that we must realize too, when you point out that these are very bright children, and that is, we should constantly stay aware at the college level that the education at the lower levels is expanding and increasing, and if continued along this line, when students get here, what are we going to offer them? It is a challenge to us to have really outstanding programs to boost our academic level even more perhaps in view of what is taking place."

Mrs. Findley then asked Mrs. Owen if she would talk about the program that she had - "Who Runs America?" and how she hoped to correlate the questionnaire with the national survey. Also, something about the movie that she had shown in the classroom and some of the feedbacks and reactions in relation to that little experiment she had in her classroom.

Mrs. Owen gave the following description of the Publications part of her work with the Gifted in the Mass Communications Program.

"The movie was shown first which allowed me to talk about theory immediately, and then show them something and let them try it out. The movie was a two and a half minute silent film which demonstrates a hold-up. The students watched it and then they were asked to write a lead for a story using the fact. Facts were emphasized and, using exactly what was seen, suddenly we discovered that we had eighteen or twenty people who all saw this same film. Fortunately, I like a lot of discussion and I can stand chaos rather well in front of creative children, so it didn't bother me at all that suddenly there were eighteen or twenty voices clamoring. I think the main detail noticed in the film was the watch pulled, was not really a watch, it was an identification bracelet. No one was really sure until we ran the film a second and even a third time. In the meantime, however, they were trying to convince each other that they were right. But I think they got the point. As Fred Scott said, they're really sharp. They got the point fast that what they thought were facts the first time, were not facts, and that (tying this in with communications) a reporter has the same problem. He can't replay a dramatic event in real life over again like we did in that film. Maybe, therefore, on-the-spot things that you might hear talked about are not being looked at a second time and analysed, so that we do have error creeping in, and also we can have bias. The students were really good at picking out things that sway, such as, 'I might have seen it because I like that kind of car,' or something similar concerning the various observational elements that were involved. One of these was the get-away car, and most of the children wrote down that the robber hopped in the car and drove off. Well, he hopped in on the wrong side from the driver's side, and he obviously was driven off. I think one of the twenty got that. But the exchange between them was interesting and the dynamics of them seeing each other's work and comparing reactions with their own; none of them felt badly about the fact that they didn't catch everything because nobdoy was catching everything. So I think that part worked well. Then we moved into the survey part of the program. By the time we'd run through the two and a half minutes of film and talked about it, then the results from the computer, the first time around, had already arrived with the results of the questionnaire they had answered in connection with the survey. At this time, we haven't correlated it yet with the national results and I'd be interested in seeing how these Gifted children compare to the national norm. Our survey was done at the same time as the 'U.S. News and World Report' survey was done. An interesting observation was the way students handled the printout sheets of the survey. We had results run off in three different ways - Mr. Scott had run off Group I, then he'd run off Group II, and then he'd run off the total group of the Gifted students. When the group that hadn't been over to the computer center yet were handed the printout sheet, I started to say something about how to interpret it, but they had already started telling me what was on it. I didn't have to tell them how to interpret the printout sheet. They already knew.

As to the survey itself which related to how they look at their country -- Who runs the country? Who are the important people? -- I think besides their interest, they also found fallacies here in the survey itself. They would say, 'We don't even know some of the people on here ... we're voting for names that we know.' This too can turn out to be an additional learning experience by turning their remarks to: 'Okay, what do you think happens when you go to the polls and you vote for the names you know, not necessarily the best man at all, but you go ahead and vote because you've heard a name or something.' Almost anything they worked with wound up being something that a lesson could be extracted from. It was sort of an open ended situation. We also found some interesting contradictions in their responses. There were several categories listed relative to institutional type organizations that strongly influence the running of the country. Everybody felt that the religious institutions would come out as one of the top influential ones, but this isn't what they marked on their papers. This doesn't mean that they don't think it's the most important, merely that they don't think at this point these are the most operative influential institutions. I think they were even surprised by their own group's answers to some of the things. We didn't get into comparing their results with the national survey results, there wasn't enough time, but it was interesting for them to compare each other's and then the group's, and the composite. One good discussion that came out of it was with the second group when they got into whether or not they thought a world figure was influential. When they got to Golda Meier of Israel,they couldn't understand how somebody could mark that she wasn't influential. So the kidding came up. 'Well, it must be the non-Jews who didn't think she was influential.' Then we had to have a show of hands on who is a Jew and who is a Catholic and who is a Protestant -- not for the idea of remembering this or personal reasons, just for finding out that the answer wasn't necessarily related to whether or not the person answering was Jewish, merely the fact that they didn't feel that she was influential. This led into a discussion of - how do you interpret the word, 'influential'? One student thought Mao Tse Tung was influential because everything that Mao Tse Tung does in China influences American policy. This was one student's reason why he had marked, 'Yes,' he thought Mao was influential. So there was a lot of hinging on word-awareness, and again, to me this was very gratifying because this is a greater part of what communication is -- a tremendous awareness of how the words affect and what the results are of using them.

It comes through suddenly in almost everything you do, and this came through in the survey, too. We also went ahead and talked about some of the fallacies that can arise with statistics - very simple things like converting your number into a percentage. For instance, if we say, 'eighty-seven per cent of the Gifted children,' this does not mean the same thing as 'eighty-seven per cent of the Gifted children of Olsen Middle School, Fort Lauderdale, Florida.' If we say, 'fifteen out of eighteen Gifted children thought ...' then we know we're talking about a total of eighteen children, whereas when we give a percentage figure like eighty-seven per cent, the reaction would be to think, Well, you know, eighty-seven per cent, that's fantastic! So, the completeness makes a difference, and the actual number versus the percentage makes a difference. So they realized this, too. The other thing pointed out to them, using the same example, is the reaction when a statistic is carried even further. If we say, '87.95243% of the Gifted children,' people would believe that number first, simply because somebody's computer has been programmed to carry that decimal point out infinitesimally, and they all agreed that most people would. So, instead of doing a blanket cutoff on figures, just go ahead and scientifically carry them out, then it tends to be impressive, and the question was raised, should it? These are subtle ways that your figures and your computer results, and how these are communicated can influence people."

Mrs. Owen then asked Mr. Scott if there was anything on the statistical part of a printout or anything similar that he would like to mention in connection with a communications theory or in reference to reactions to statistics.

Mr. Scott said, "I couldn't really talk about the survey, because we just grabbed those cards and ran across the campus as fast as we could in order to get the results back to Publications. It is interesting what you said about the kids being able to take that printout and look at it, and say, 'Hey, I know what it's talking about!' This makes me feel good because it means that we've a printout that people can understand -- a criticism that we sometimes have to live with on other subjects. I think the comment that I personally would like to make is the relationship here we have developed between a discipline or area called Data Processing and a discipline or area called Communications, or Journalism. I think this relationship was, in itself, a good learning experience for these kids. Because in most cases, when people think about computers who are not too knowledgeable about them, they are thought of in terms of mathematics, or science, or business. But primarily, I think most people think of computers in terms of math, science, statistics, and things of this nature. But what we're finding here is that after twenty to twenty-five years of the use of computers, which is a very short period of time, we're seeing these machines becoming so pervasive in our way of life, in our society. It particularly becomes numbing when you think, well, what are the next twenty-five or the next fifty years going to bring? and I think it's quite reasonable to expect that these machines will become more and more influential in our whole society until the day comes when nobody will go through a day without using some type of computer, whether it's going to be a home computer that operates your stove or your television, or all the different devices you have in the house. It is possible for computers to collect your income tax information and then at the end of the year, spit it out. It could handle all the billing on your telephone, for the food that you buy, or it could transfer balances from your bank account to Jordan Marsh's bank account and things of this nature. We're eventually going to have these machines become so involved in our lives that if we don't know what they can do for us, and how they do it, and understand their weaknesses as well as their strengths, I think there could be some problems and disruptions in our society."

Mrs. Owen said, "I think one of the things that was impressive to the children was that the information off the computer was directly from them, tying them right in with the computer. It wasn't just a cold machine that printed out data. It was suddenly something that told them something about themselves, and I think really they liked that part of it. If as you say, it's going to be that pervasive, we probably do need to start building a type of awareness and acceptance of computers -- even a liking for them. One of the major reasons I, too, liked the integration was in connection with what we were told about two years ago at the National Educational Journalism Association meeting. We had a one-day seminar the day before the meeting just on the impact of computers in the press. It is really going in two directions. Almost all of the newspapers and magazines being read right now are being 'computer set' already. So, as you are saying, it is not just going to be another discipline, it's going to be right in people's homes in all sorts of ways. It was thought then there would be computer terminals in every press room in the United States, and there are in many places already. I think it is exceedingly important for these people to know that the field of communication is changing -- one does not go out with a pencil and a pad of paper to cover a story anymore. You learn how to use the typesetting machine where your material comes up verified. You learn to go to the computer terminal and ask it all sorts of questions about whatever you happen to need to know as it would have already generalized collective data stored in it. After that, it's knowing how to ask intelligent questions to the computer to get something out of it to put in your story or to write your story based around that information. There's an enormous influence from the computer already in the communications field which will undoubtedly increase. So I agree that having students aware of this is important as this is what is happening out there."

Mrs. Findley thanked Mrs. Owen for her remarks and asked Mr. Scott if he wanted to mention the main highlights of the basic information he had tried to get through to the students about the Computer Program through the two parts in which his program was divided, with the lecture series first, explanation, demonstration and so forth, and the latter part when the students went into the computer room and actually saw the parts of the computer, reinforcing some of the things just explained to them.

Mr. Scott outlined the two major themes he had tried to follow: "The first theme consisted of trying to explain to the students how we get information into a computer. What do those holes mean in a punch card? It can be fairly easily explained how each of those holes represent a piece of information to a machine. Within that same category, the second point was, what types of data or information go into the machine, and how to differentiate between what is data and what is information. I pointed out that data is just raw, unprocessed information going into the machine which then gets processed and manipulated according to some algorisms that have been designed, and out of this supposedly comes good, solid information, things that are interpretable, things that can be understood. The students marked their cards with answers to questions that were given through the Communications part of the program and I tied these back to the previous points I had tried to make. Whereas, anyone looking at a card would not be overly impressed by any single answer, when the data is all put through the machine, manipulated and processed, it comes out on a printout that they can pick up and say, 'Hey, here's something interesting!' And it will mean something to them. This then is information. And that's the whole idea behind having the computer.

The second theme that I tried to stress was the actual physical make-up of a computer system. In many cases, people call it a computer, but actually it is a computer with a bunch of other machines that are connected to it which we call a 'computer system'. The students were shown the different portions of a computer system, the input and output devices, and it was explained how you read information through certain devices into the computer and how you get information out of the computer through other devices. I told them what magnetic tape drives are, and how information is held on magnetic tape for ready access by the computer, what disk drives are, and the difference between sequential accessing of data and random accessing of data.

Those were the two different themes. First, what goes into the machine -- the raw data and the program that manipulates the data, the instructions that tell the computer exactly what to do and what comes out of the machine, and secondly, what the physical computer system looks like.

One other aspect that I tried to stress in the first theme was how there are problems that can occur along the way of processing information and/or data. If you have bad data, of course, that messes things up. If you have a program that is not logically written, or hasn't been properly checked out, this also can create problems. If somebody uses the wrong algorism within the program, that also can mess things up. It was important to have them realize that just because it comes out of a computer, does not necessarily mean the information is right, and they should be aware of that situation. These machines can be of great help to us in getting right answers, but then can also come up with wrong answers. It goes at such fast speeds that there is a tendency to be awed by the performance of the machine rather than looking at the results and questioning the results at all times to make sure that what was done was done right."

Mrs. Owen asked Mr. Scott if he thought that people in the computer field accept the fact there can be fallacies within the computer system ... that "the machine can be wrong," and if they can accept this better than the public.

Mr. Scott answered by saying, "Certainly, people in my area are, as in any other Data Processing area, much more aware of what can go wrong than the general public. As I say, I think there's been a feeling among the general public at times, like, Geez, it came out of the computer, I can't question it! Or something like that. These are really the growing pains, in my opinion, of the computer industry. We've all heard of the types of problems where somebody has received an incorrect bill from a department store or from an insurance company, and he's written a letter back saying it is wrong and asking them to please change it! And then he gets another bill with the same problems, maybe even compounded, and this goes on over maybe a period of six months to a year or more perhaps. Finally, the person will take the punch card that comes in the mail and maybe just mutilates it trying to get somebody's attention that way. And maybe, finally, this does get some human being to look at the situation. But these growing pains are within our understanding and we have to learn how to integrate these machines with people -- how to interface the computers with human beings. We are all still learning about this, and again, as I said, in the next decade or so we'll see improvements in things of this nature where people can find out what information is being held about them, tell people that it is wrong, and get the information corrected. I've seen programming systems where ways of making these kind of corrections were just neglected to be included in the programming. The programmer maybe went along on the thinking that, Hey, the machine's gonna do it, and it's gonna do it right 'cause I wrote the program. So there are no corrections to be made! But this type of thinking is just psychological really, and they're finding out that these kind of adjustments have to be made. When there are problems, there have to be ways of correcting them, and correcting them quickly, and to be responsive. Because errors of this nature have given the computer industry probably its worse name -- this problem of people trying to correct information about themselves and finding that arguing with a machine can be a hassle."

Mrs. Owen said she would like to comment on one aspect of the computer program: "Even though these were Gifted children and we were hitting at their intellectual ability, they are still young people (I prefer to call them just children) but anyway, they are still very young and I think they got a great big kick out of the road runner printout. Instead of giving them some really serious computer printout and just appealing to their intellectual side, I think they really appreciated being recognized as kids. And I think this is something we need to keep in mind all through any such program, especially for this age group, and that is how to integrate this maturation level - emotionally and physically, along with the intellectual level. I think the computer printout of the road runner was in this instance, a good adaptation of a technical thing for this age level. I do think we have a delicate balance to consider if these programs were to become more extensive."

Mrs. Findley agreed with Mrs. Owen on this point and asked her: "In reference to the first part of your program when you were trying to emphasize certain points in writing a news story - who, what, where, when and why - you wrote those points on the board and they were to keep them in mind when writing their story and this was correlated with the movie. They saw the movie and then tried to incorporate those important points. Did you have a chance to read through these stories? I know we read a couple in class but I was rather interested in your opinion of their stories as a whole. I know they tried to revise them and write their stories over again after they saw the movie the second time because they needed to make some changes and were having a little difficulty getting a consensus of opinion as to the facts. On their final copies, the authors being Gifted children, what did you think about their news stories?"

Mrs. Owen said, "I think they were very aware, because they immediately caught on that some of the basic five W's, as we call them, were not necessarily there. There was no way from the movie they could produce this information, and so that awareness in itself was good, but also some of them did mention that if they were writing the story, they would have found the information. Some of them were very ingenuous in their story, and went ahead and created all the information -- which showed creativity, but not necessarily fact-finding. The major thing that came out was what I really expected and that is, I don't think there was more than one that didn't get changed, and I didn't tell them to write a second story, merely that they could change the first one. Generally, a story was changed relative to the facts, and I realized this later, that basically, the whole thing was structured around getting the facts, then all the details and other things you want to consider come next. But the facts were stressed because it was the most important thing and we couldn't work with everything, totally in this short time. In looking back through the stories, they did grasp on the second go-round that they would have to change their first facts and this is what they did. They were also very ingenuous in things like the heads, such as, ROBBER GETS ROBBED."

Mrs. Findley thanked Mrs. Owen and Mr. Scott, saying that she herself had learned a great deal from the Mass Communications Program and she was certain the children from Olsen Middle School did too.

IMPLEMENTING MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS:

An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida

by: Carol Findley

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Fort Lauderdale Cluster
Dr. Bert Kleiman, Coordinator

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Maxi II Practicum
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BROWARD COUNTY AND THE GIFTED PROGRAM

RÉSUMÉ

OF

TAPED INTERVIEW

WITH

DR. FRED SKALNY, COORDINATOR,

SPECIAL LEARNING DISABILITIES AND THE GIFTED CHILD PROGRAM,

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Carol Findley, Articulation Department
BROWARD COMMUNITY COLLEGE

Mrs. Findley talked with Dr. Fred Skalny, Coordinator of Special Learning Disabilities and the Gifted Child Program for Broward County School Systems, and asked him to give some information on the background of the Gifted Program in the Broward County School System.

Dr. Skalny gave the following account. "There never had been an official Gifted Child Program until the 1973-74 school year. That's when the State of Florida mandated the Full Time Equivalency, FTE, funding of Exceptional Child programs in the regular school programs. Prior to that time, we had approximately three bona fide teachers designated through the Exceptional Child Center, under Dr. Robert G. Wieland, as teachers of the Gifted and they were out at the Nova complex. They were paid out of monies from Dr. Wieland's budget. We did have, (not to misrepresent the facts) schools that were offering enrichment type curriculum for students who were achieving at a higher grade or level than their grade placement indicated. And there was an attempt to meet their needs, even though it wasn't officially classified as Gifted. But during the 1973-74 school year, as a function of the new FTE funding plan, we identified approximately two thousand children in the Broward County schools and set up programs throughout the county for them. We have a total of approximately seventy-five staff members who are working with Gifted children throughout the county. The programs employ personnel on a resource basis, which means that a student who is identified by a school psychologist as Gifted can have maximum extra special help for seven hours per week - no more, at a higher cost/weight factor which means the school gets more money for educating the Gifted for those seven hours. However, a teacher of a Gifted child class could only see them for four or five hours, and, of course, could not exceed seven hours. If they were to go over seven hours, the cost/weight factor would have gone back down to the normal school/weight factor. So, we're talking about a resource weight/factor for Gifted of 3.0 for the seven hours and then back down to 1.0 any additional time after that. That's just a financial concern. Due to this FTE funding policy, the major emphasis was to develop programs first at the elementary school level and then go into middle and high schools. According to the latest count for this current year, we had forty-six schools with Gifted programs at the elementary school level, ten schools at the middle school level, and three high schools. We see now that once a child becomes identified as Gifted, this label should be retained by the majority of these students all the way through. This means that middle school and high school will really have to be concentrated on next year in terms of program development planning and the type of philosophy to be used at these different levels."

Mrs. Findley asked what criteria was used for identifying a Gifted child in the Broward County School System.

"At the present," Dr. Skalny replied, "we operate our Exceptional Child program in what we call call a District Plan. This is a plan written up by a committee representing parents, classroom teachers, specialists in different areas of exceptionalities, and other administrators. This District Plan for Exceptional Child Education is a document that must be submitted to Tallahassee by State law, and has to be approved before we can operate our programs. It is a document that becomes our legal performance contract with the State of Florida. We have a District Plan in Tallahassee at the moment but we do not have official clearance on it yet. It has passed the Broward County School Board. They have officially okayed it as we submitted it, with no changes, but we are waiting final official confirmation from Tallahassee.

In terms of identifying any criteria for selecting Gifted children generally, we are recommending that the screening process begin with the classroom teacher. They look over the child's classroom performance in terms of both intellectual skills and different types of talents, such as in the form of art, poetry, creative writing, dramatics, dancing, athletics, or other areas which would be classfied more as talent ability rather than intellectual ability. The teacher, after identifying these students, compiles a list, with information as to grade levels in reading, arithmetic, and in other academic subject areas. We look for something approximately two years or more above grade placement level initially. A second grader at a fourth or fifth grade level is a good indication that we may find other supportive data that will give us indication that this child should be tested thoroughly for possible placement in the program. This information is fed to the Guidance Counselor who also goes through the cumulative folder on the child, looks through any group testing scores, and if this child has consistently scored high on the group test scores which give both IQ tests data and achievement tests data in various academic areas, this becomes additional supportive information. Then the Guidance Counselor sets up a list of top priority students to be tested by the Special Services team operating in each of the four School Administrative districts of Broward County. The actual identification is in the hands of the school psychologist. They are the people designated that will officially sign the document that recommends a child has, upon review of all the data and additional testing, met the requirements to be classified as 'Gifted' and should, therefore, have the benefit of an appropriately developed program. The exact type of testing that the school psychologist requires is not necessarily clear-cut. If enough information is gathered, there may not be a need to give a complete Wechsler Intelligence Scale for Children. If information is kind of vague and the child indicates there is some potential there, but if work samples and other observations are not clear-cut, the child may be requested to go through an entire psychological evaluation including complete individual intelligence and educational achievement tests. Talent is a difficult problem, because we are at a point where the school still can make and has the right to make a decision that a child is performing in terms of, let us say, above and beyond the usual capacity of his average grade placement and age, and if a definite talent shows, it should be followed through.

When we talk about some recommendations for next year in terms of planning, I think there are other ways in which we can be more objective in evaluating talent. For instance, when does a person show he has the potential for being another Mercury Morris? In this area also, we feel that a person who is very proficient and agile in athletic skills or gymnastics is someone who should be classified and accepted under the heading of Gifted or Talented. These particular talented children may not necessarily score very high intellectually, but we want to have a flexible identification procedure where students can get a more specialized type of curriculum based on where their real uniqueness falls, whether it's intellectual or a talent."

"So you're saying that there's not necessarily a uniform test for all schools in identifying students," said Mrs. Findley, "is there a particular cut-off, such as 130 IQ? Could you clarify these points -- uniform testing, and identifying? In other words, is there a certain cut-off on IQ score and in the identifying of Gifted students?"

"A great deal of discussion has centered around whether or not 130 cut-off point should be used, and there are a lot of problems in this," Dr. Skalny explained. "It depends on what test is being administered. We know that certain tests do not truly reflect the real capabilities of a child who is intellectually Gifted. Some tests yield higher scores than the child really demonstrates and therefore, we could pick up children who are not truly Gifted, who are bright perhaps, but who do not necessarily meet the stiff criteria for eligibility in a Gifted Program as such. Because of this, we have not specified the IQ be 130 or above. We would like, rather, to take a composite of data on any one child and look at all of the information available, and through a review committee composed of the school psychologists and other specialists, actually make a decision based on the many different forms of information indicative of whether or not this child is truly Gifted, by intellect or by talent. We would not be using the same tests necessarily for all the schools, but there will be some commonality, and this is being worked out through Dr. Wieland, as Coordinator of the Psychological Services in the County. There are standard tests that are administered to all of the children in Broward County, and their scores end up in their 'cum' folders. Again, when we talk about individual intelligence tests, we talk about the Stanford-Binet for the younger children, and the WISC and the WAIS tests. The WAIS are for older, high school level children. These are the tests we rely most heavily on when looking for IQ scores in individual testing. There is not too much concern at this time, and efforts are being made to try to come up with some type of battery of testing instruments and ways of collecting certain types of information that will lend themselves to a common procedure for making a decision on whether or not a child is intellectually Gifted and/or Talented."

Mrs. Findley asked Dr. Skalny if he would give some information about what is being done this year on the Gifted Program. "I know you worked very hard in the workshops with teachers and I know it was a task in selecting teachers for the Gifted Program because many states are not certified. Could you relate something about the teachers of the Gifted Program and the workshops you held, and some of the problems that are involved in that area?"

Dr. Skalny obligingly recounted some of his experiences as Coordinator of Specific Learning Disabilities and the Gifted Child Program. "When I assumed this administrative assignment in November, 1973, we did not have any support services working directly with Gifted child teachers in the county. We were using the Nova schools as the demonstration schools and as a place where our teachers could go to visit and talk with the staff who had been running the Gifted Programs there in the past. Other areas, such as specific learning disabilities, mental retardation, etc., had definite and specific educational consultants who were support services to the teachers and who could go into the classrooms to help the teachers prepare a curriculum, select materials and help arrange physical environments and learning centers for these type of exceptionalities. We did not have this kind of a work force for the Gifted. So what I proceeded to do was to search out and visit teachers that had been working with Gifted Programs in the county, and who would be willing to work as, what I call, Master Consultants in the area of Gifted Child Education. As a result of this search, ten classroom teachers of the Gifted consented to work with me as a committee to try to emphasize what some of the needs were, also, to open up their schools as demonstration and visitation centers, and to meet with other teachers within their areas who were operating Gifted Programs in order to give mutual support and to share materials and ideas. There were approximately two or more selected from each of the four county areas which they represented in order to meet the needs of each specific area.

We met approximately six times as a group and set up our priorities. One of the important things we did was to set up a workshop each year in each of the four districts. The workshops were held for all of the Gifted child teachers within the area, or for administrative personnel, or anyone else who was interested enough to want to attend. This was for the teachers from elementary school through high school. We composed a survey type of questionnaire asking them what some of their basic needs were, including programs for the children, so that the information would enable us to plan for the next year. We also made recommendations on how we could set up some kind of a centralized place for materials display and for sharing information which we hope will be enhanced through the new FLRS program that is coming to Broward County. This program is the 'Florida Learning Resource Systems' which ties in with ERIC, 'Educational Research Information Centers', which, in turn supplies material and does in-service training and staff development, tying in with the national network. We wanted to be connected with this, of course, as we could use these services very effectively. However, basically, our committee felt that inasmuch as we were but ten people, we could be made known as being available in the schools. This way, the doors were always open, any other teacher could drop in, providing they went through the procedure of contacting the school Principal first. In any case, it would be possible to come in to the Gifted teacher's school, ask questions, and observe what these Master Consultants were actually doing in their respective classrooms. We felt they could get more information and on-the-spot training through this approach than by going through our natural in-service training program just now. This worked out very successfully because many teachers contacted the people on the committee not only within their own area, but they crossed boundaries and visited programs in other areas. Excitement and motivation is definite and apparent among teachers of the Gifted. We now know what the priority items are for next year and this is where we hope to come across very hard in terms of meeting these needs. Of course, we will run in-service training programs for Gifted child teachers. Apparently there is no State certification requirement to teach a Gifted child course, any teacher can do it. But we do have lists of recommendations that Principals are aware of as to who they should employ for this type of program. Here, there is controversy again. Does a Gifted child teacher have to be gifted himself, or is it a matter of just being able to be sharp enough to show the direction and to assist and structure a type of program for a child? Different people have different opinions about this. However, there are a set of certain personality characteristics and abilities that we are looking for when we talk to Principals about employing a teacher to actually work with a Gifted child class.

Going back to the in-service program, next year we will be starting a comprehensive in-service training program. It has not been specifically tagged down at the moment, but will be operational in August when we plan to have guest speakers from within the county and the state, as well as nationally known people coming in to talk about Gifted Child Education as a part of teacher development. We are also offering a plan worked out through Florida Atlantic University's Department of Special Education where a beginning upper level and graduate level college credit course in Gifted Child Education is going to be offered. This will start during 1974. We hope that the need will be shown sufficiently to generate interest and that, with State certification pending, F.A.U. will offer a Master's degree within this area."

Mrs. Findley asked Dr. Skalny if he had any knowledge of how many states had certification for Gifted teachers and what progress was being made regarding certification for teachers of the Gifted in the State of Florida?

Dr. Skalny replied that approximately ten states had certification for teachers of the Gifted. "As far as what is going on in the state, for the past two years there has been a committee under the supervision or direction of Miss Joyce Runyon, who is the State Department head of Gifted Child Education. There has been very little communication out of Tallahassee from Miss Runyon's office other than program planning, certification requirements, progress reports and similar type information. There was one handbook or resource manual which was compiled by the Florida State Department of Education under Miss Runyon's supervision. It was disseminated this year and was the only real official guideline that appeared to help individual counties try to organize themselves and plan programs for the Gifted."

Mrs. Findley asked Dr. Skalny if he would outline roughly the philosophy behind the Gifted Program in Broward County.

"The philosophy is based on the uniqueness of Gifted children. We have to take this into consideration. We don't want to just focus on what we call a vertical intellectual acceleration of knowledge. We want to have programs that are planned to cross between broadening a Gifted child's knowledge at the level at which he is functioning while endeavoring to promote the acquisition of additional knowledge - a vertical acceleration. At the same time, they are branching out horizontally, that is, going more in-depth at different levels. Besides this, we would like also to have them participate in diversified experiences which would be self-relevant and more individually meaningful, so they can learn to relate academic knowledge with the practical realities of daily life, the world and the community in which they live. We are not just talking about field trips! We are talking about actually having them shadow other people in whose careers they are interested, such as the lawyer, the banker, or whoever they choose to emulate. For instance, if medicine or being a surgeon is of interest to them, we would like them to actually go into the field - such as an operating room. In other words, for them to be able to do a lot of independent study and conduct observations that fit their needs and their interests. But the area that has been grossly neglected and where there is the greatest need is the area of self-awareness; self-concept is the affective domain of these children. For example, very little has been done in terms of working on the leadership characteristics of these young individuals, and very little has been done in terms of career-awareness. There are many of these young Gifted who, by the time they reach upper elementary and middle school age level, become very frustrated. They can easily become under-achievers, or they can become psychologically frustrated because they see or feel perhaps that they have talents or abilities at a high level, maybe in four, five or six different areas and they cannot make a decision as to what area they should focus on. So we need to do more actual career-awareness in planning with these children in self-awareness, self-concept training -- 'Who am I? Where am I? What am I going to do? Where am I going?' - this kind of thing. This aspect has already been introduced and we have been trying to promote it in many of the schools, particularly at the elementary school level with the assistance of the Guidance Counselors. They have been operating small group programs and have been trying to concentrate on this particular aspect of Gifted Child Education."

Mrs. Findley then asked Dr. Skalny what his thinking was in relation to the joint project between the Broward County Schools (and the Olsen Middle

School Gifted Child Program in particular) and Broward Community College. This program had included a Self-concept Unit and Mrs. Findley asked Dr. Skalny what he thought of the program generally, and also what he felt could be done in the future, if funds and staff permitted, to continue similar programs for the Gifted.

Dr. Skalny said he thought the inter-institutional program carried out this year was a fantastically successful pilot project. "It really upgraded the broadening scope of experiences in which Gifted children can actually participate, and my heart goes out to Broward Community College and to Carol Findley in particular, for all the effort put into this project to pull it together. I think these programs have, in the sense of intellectual ability, focused on trying to develop critical thinking skills, creativity in approaching problems, and exposure to new and different types of materials. I think the Self-concept Program is a thing that we should expand, and we are very grateful that this kind of program was offered and which, I might add, was offered under the supervision of very qualified people. The review of the information that was gathered revealed that these mini-programs were most effective, and I think they can be increased ten-fold and should be increased to meet the specific needs of the different age legels of our children in the Gifted Programs.

Some recommendations in terms of how we could continue and increase the scope of this inter-institutional approach would be to provide a vehicle by which the children, particularly in the middle schools, could identify their areas of interest. We could cooperate with different BCC staff members and take these areas of interest right into the community and follow through on them. Of course, I would like to see Gifted children actually spend more time at Broward Community College, as well as at some of the other universities and colleges within the area. But also, if you look at it from the point of view of the staff or faculty at BCC, I think they have much to offer in the way of developing different kinds of materials effective in teaching at the community college level which also would be open-ended enough to be appropriate for use in different types of intellectual activities within the public school system. I think there is a great deal of research that can be done and if staff are interested in research, we have an ideal population here to work with. I would like to see people with certain expertise come in and give some kind of offerings to students, whether it's just a rap session or a discussion group, or going through a couple of days of intensive activity or leadership with the students. In this way, the Gifted are expanding under the leadership of a person who knows the subject area. For example, in the field of art, if there is a person who is a very creative artist on campus, this person could meet with a group of Gifted students who are interested in art, go through a program, and be shown what additional things in art they could do, based on the staff member's area of expertise."

Mrs. Findley said, "In talking with Mr. Hilton Lewis, Director of Secondary Education, Broward County School System, he mentioned the fact that perhaps we could think in terms of FTE funding and sharing some instructional programs for the Gifted child. For example, perhaps the students could come out to BCC say, two days a week, and then, on a formula basis, we might be able to work out a program for them. This would appear to be somewhat more of a structured program than we have worked with thus far. What would be your thinking about the pros and cons of this type program?"

Dr. Skalny thought this was a very interesting concept. "Definitely, I would like to see something like this developed. Whether the monies could be allocated from FTE's units that are set up in the Broward County schools and then funneled over to Broward Community College is a question that I can't really answer at this time. I rather doubt it, the way it is specified is that someone has to be designated as being in charge of these classes - even though certification is not required. The identification of these children generates the money from which a certain part goes into supplies, equipment, and another portion will go into a general contingency fund for the school and for the county. And this is how other administrators salaries are paid also. We have a problem as to who would pick up the tab on transportation and this, of course, would entail quite a bit of additional transportation. Right now, the transportation budget is extremely low. What I think we could do is brainstorm this further. I know that Mr. Drainer would be more than willing to entertain any kind of proposal that we could come up with in which we could work out, perhaps on a contract basis, some kind of monies to selected people at BCC to actually supervise and conduct a specifically designed program for the entire school year of for any portion of the school year. In view of this, I think that we would have to write a proposal to submit to Mr. Drainer and let Mr. Drainer and his staff review it to see whether or not, through their contingency, they would be willing to give a certain percentage toward making this kind of program a reality. We would have to actually specify what it would cost in terms of transportation, staff time, or whatever other costs there would be. If we can submit a tentative budget and a very good rationale and design of the program objectives, and include details right down to the time it would take, the people involved and exactly what they would be doing, I think this way we would at least start off in the right direction and stand a good chance of picking up some additional monies."

Mrs. Findley asked, "Do you see it possible to use the Broward County teachers, your staff, or even the personnel at the Diagnostic Clinic in the programs in cooperation with BCC?"

Dr. Skalny replied in the affirmative. "Yes, again, if no money is involved. I think that a lot of teachers of the Gifted courses would be more than happy, as they have been in the past, to go out to Broward Community College and actually work with other people on the BCC staff in terms of developing programs or taking advantage of the facilities. For example, the different labs, the Planetarium, and the various physical arrangements that BCC has that are not available within the county school system, plus the many cultural events the college produces that are not available really in any bulk form in the county itself. But when we talk about this in terms of how we can work out a monetary arrangement, I think that this is something about which we would have to do a lot of hard thinking."

Mrs. Findley told Dr. Skalny of an idea suggested by a middle school. "Another proposal was made by Mr. Davidson, Principal of Olsen Middle School, about contracting for BCC services. Mr. Davidson really wasn't considering necessarily the structured classes, but the mini type projects we had this year, and since the Principals have charge of their budget now, perhaps this might be a possibility. What would be your thinking on dealing with the individual schools and the Principals involved on a contract basis?"

Dr. Skalny answered by saying, "This is a very good approach and this is one option that a Principal does have. They could take some FTE money and pay on a contractural basis, the staff at BCC to perform a particular type of activity of short duration, in other words, the college would give a contractural service. Money is not available, per se, that would provide extensive type contractural services, and I think if we stayed more with the mini-program concept such as you did this year, I think that some of this could be realized through FTE funding. Again, this is something that would have to be explored more carefully, exactly how much time would be involved and what we are talking about in terms of dollars and cents. If a Principal is willing and has the option to make this decision, this is a very viable means of trying to bridge the gap between the two institutions."

Mrs. Findley thanked Dr. Skalny and said, "In summing up our discussion today, I would like to ask you one more question before we bring this to a close. What recommendations would you have for any future Gifted Programs in Broward County?"

"First of all, what I would recommend for any consideration to future Gifted Programs is that we compile a list of all the possible resources in terms of people who have expertise in certain areas and who are willing to participate in Gifted Children Programs at all levels - whether they be of elementary or of high school age level. Then, I would like to see a list compiled of all the physical sites we have in Broward and adjacent counties where there are unique things occurring to which these individuals could be exposed. Also, I would like to see more concentrated effort on intense programming for these children in the schools, with their regular classroom teachers. I would like to see this done in such a way that the children could get out into the community more, instead of being restricted to the confines of their schools, even though perhaps they have gone beyond their so-called seven hours of actual time spent with the Gifted child teacher. The reasoning behind this is that a child who is labeled Gifted is not just Gifted seven hours of the week but during the entire time he is in school and out of school. I think we have to take this fact into consideration in order that we don't turn off his giftedness once he leaves the classroom. In other words, I don't think we are doing enough to bridge the gap between the characteristics and the needs of the Gifted child -- as the child's teacher sees it, as his regular classroom teacher sees it, as his parents see it, and particularly as the Gifted child himself views himself in relation to the community and his complete life plan. I think we have to somehow build programs and tap resources to develop a more comprehensive approach to working with these Gifted individuals and provide opportunities for them to develop to their maximum potential."

Mrs. Findley terminated the interview by asking, "So if you're going to develop a list of all the possible resources, something like a directory to assist the instructors of the Gifted or any other people working with the Gifted Program, would you say it might be a help to include Broward Community College as a resource?"

Dr. Skalny affirmed that this was a very good idea.

Mrs. Findley thanked Dr. Skalny again for his time.

THE ORIGINS AND GROWTH OF THE GIFTED CHILD PROGRAMS,
NATIONAL, STATE, AND COUNTY-WIDE

RÉSUMÉ

OF

TAPED INTERVIEW

WITH

MRS. JOAN PIPPIN, INSTRUCTOR OF THE GIFTED,

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Carol Findley, Articulation Department
BROWARD COMMUNITY COLLEGE

Mrs. Findley interviewed Mrs. Joan Pippin, instructor of the Gifted for grades one through five at Bennett Elementary School of the Broward County School System, Fort Lauderdale, Florida. Mrs. Pippin has had extensive experience in the Gifted Programs in various counties in the State of Florida, and has also worked with Miss Joyce Runyon, Consultant of Programs for the Gifted, State Department of Education.

Mrs. Pippin discussed the origins of the nation-wide programs for the Gifted and the related events that led to the thrust in developing legislation for the Gifted.

"One of the seminars that started in 1968 was conducted by Bill Vasser at the University of South Florida. This was at a time when people from different parts of the United States were becoming interested in Gifted children and aware of the need to create a national effort for making diverse programs available to them, and also in evaluating who and where the Gifted children were, and how legislation could be obtained in individual states and at national levels. People from Connecticut, California, Georgia and Florida participated in these seminars - legislators, educators and community people met for the first time. At that time, different criteria was developed to be submitted on a national level. This was the original thrust in developing legislation for the State of Florida. It took approximately five years of work and effort by many people, and Bill Vasser was one of those who worked the hardest. He traveled throughout the United States working with different groups, carrying information back and forth between the groups, and spreading knowledge of the types of programs that were going on in different areas. This created a communication system between the states he visited that had an interest in this field. As a result of this communication, it was decided that universities should be centers for helping to make the general public more aware of the needs and concerns of the bright youngsters, and that the policy would be to try to keep the types of qualifying talents - both academic and cultural, as general as possible. Music and leadership talents would be open, so to speak, so that many kinds of talented children could qualify and at the same time, the child who was really bright and who needed the types of help and concerns that we could offer, could benefit. It was important too, that trained people be available to run these programs after legislation came through, and be able to develop them. So the university became the natural training place for teachers to work with Gifted youngsters, both academically and talent-wise.

Research conducted in the state of Georgia during this period showed that among the initial dropouts at the age of sixteen, seventy-five percent of them could be considered Talented or Gifted in some way, proving that we were losing our top children, presumably because of boredom or out of misunderstanding when the needs of these bright or talented children were not being met. This research, along with the other data gathered throughout the United States, was one of the big reasons that helped bring the national effort together.

Senator Jacob Javits, of New York, was one of the people who became very interested in the plight of especially bright young people as he felt that he himself had gone through many of the problems these children were facing. So, through his efforts and the efforts of many other leaders in different parts of the country, and from the report of the State of North Carolina Senate Subcommittee on Education of the Gifted and Talented, it was determined that a central office was needed where people could go for information on how to work with these exceptionally bright youngsters. Abstracts were done on all the research that had ever been conducted in the field of the Gifted, the Creative and the Talented. The people who were really strong in the research were also the same people who were behind legislation for the Gifted, many of them serving as officers in the Council for Exceptional Children - people like Dr. James Gallagher, Dr. John Gowan and Dr. Paul Torrance. There were others who worked behind the scenes in the field, such as Dr. Dorothy Sisk, of the University of South Florida, endeavoring to get the national organization together, coordinating, having a place where people could go for research, helping to develop B.A. programs, teacher training, Master's programs and doctorate level programs, and helping to disseminate information to the general public. If it hadn't been for the efforts of these people and many others who worked in the background writing letters, contacting senators and so forth, in trying to obtain state and national legislation, all this would not have come about. It didn't just occur over a five-year period, it had been worked on for a very long time. The biggest need felt by all was to develop communication at every level. They needed to communicate in order to work together in the community, on the district level and on state levels in order to build a concerted national effort. The impetus originating at the first meeting on Gifted in 1968, under Dr. Marvin Gold, Institute III, Research Project, was a sustained one and communication among the interested members became constant."

Mrs. Findley then asked Mrs. Pippin about the Gifted Programs at the state level and to discuss some of the committees and Gifted Programs in which she had previously become involved throughout various counties in the State of Florida.

Mrs. Pippin said that in 1970, thirty-five or thirty-six units scattered throughout Florida received their first federal funding. Miss Joyce Runyon acted then as part-time consultant for the Gifted and it was during this time that Miss Runyon developed a newsletter to keep those involved with Gifted informed. It came out monthly usually, sometimes every three months. It kept everyone in the field aware of the activities of others and enabled them to contact one another, which they often did, visiting in adjoining counties to review the programs being used. Miss Runyon served as the vehicle in keeping communication lines open. Since this was the first year that these programs were in operation, there was a seminar at the end of the year to evaluate what had been done, and to exchange ideas in developing new types of programs throughout the different counties in the State of Florida.

Mrs. Findley asked Mrs. Pippin to outline the work done in Gifted Programs in Hillsboro County and in Polk County.

Mrs. Pippin gave the following report: "Originally, In Hillsboro County, the Gifted Program was started by working with the children's parents. This came about indirectly by the program started at the University of South Florida. There was a teacher-training program being conducted there for a Master's degree, and through this impetus, the graduates needed a place to go.

Of course, they had been working very hard for Gifted Education for which there was a great need but no facilities at this time. A Board of Directors was developed through a parents' organization and these parents acquired the old Public Library in Tampa which was not in use. The Library, accessible by bus, was made over, inexpensively but attractively. The children there are currently working in areas such as art, film-making and photography, science, communications, Spanish, literature, psychology, discussions in humanities - a whole list of things. The courses change with the talent and background of the instructors and with the needs and interests of the new students. You might argue that we have these things in regular school curriculum, but, and I think this is true in all Gifted Education, it isn't so much the stimulus used in working with bright youngsters, it is the way it is used. It is the challenging of their ability to think for themselves rather than having concrete projects assigned to them. They are stretched mentally. They have an opportunity not only to develop skills, but to develop creative ways of working with things. The idea behind this is to guide these children so that they will be able to develop their talents on their own, rather than feeding them information to retain, or giving them explicit directions on how to do things. At the present time, the children at the Learning Center in Hillsboro County are coming for one half-day per week, and there are approximately one hundred and six elementary and middle school children involved. The specially trained teachers are working with them for the half day in the Center, but they also go into the regular schools and talk with classroom teachers so that there is a continuity within the regular classroom work and within the school to meet the needs of these children producing some cohesiveness between the programs.

It is really a year-long project, and these trained teachers are available as resource people in the schools of Hillsboro County."

Mrs. Findley asked Mrs. Pippin how this program varied from the program offered in Polk County, Florida.

"Polk County has seven Gifted Child Specialists that are assigned to the four school districts. They work directly with the individual schools and the classroom teachers, and also as backup resource people for the Gifted children, often working with them directly. They have a program which was developed around 1970, called the Matchmaker Program, where the Gifted Specialist worked with paraprofessionals in setting up community resource files, matching the students possessing particular talents and interests with the resource, people in the community in similar fields. For instance, the phosphate companies in the area have been very cooperative, Florida Southern College's Drama Department has been actively helpful, and also the Polk County Museum of Natural History assisted a great deal in the program."

Mrs. Findley said she had another question to ask Mrs. Pippin concerning Polk County: "I was particularly interested in the one-day seminar offered by Polk Community College, 'Why Man Creates', the outgrowth of which was the enrichment series offered after school by the staff of interested faculty of Polk Community College who volunteered their time and the college facilities to provide this additional in-depth enrichment experience. Of course, being from a community college, this interests me, and I was wondering what you think about this particular program. Was it successful? Do you know of any other such programs offered by community colleges in this state? Perhaps you could discuss these programs and what they involve."

Mrs. Pippin replied: "The community college is a tremendous vehicle for helping bright youngsters and for enriching them further because children need added enrichment at that level. They can relate to it, they're expanded by it, they need the stimulation that comes from many different areas within their community.

In Pasco County there was a federally granted program dealing with the Humanities and the Arts, and the Pasco County Gifted youngsters were invited to participate with students from St. Leo's College. This was developing into the beginning of an enrichment program, and, of course, I think the community colleges and the universities are very good vehicles for enriching these children and getting them acquainted with where they may very well be going in the future for further education."

Mrs. Findley then asked Mrs. Pippin if she could think of any other counties with Gifted Programs and how they might compare with the Polk and Hillsboro County Programs.

"Yes, indeed there were others," Mrs. Pippin replied, "because once teachers are exposed to exceptionally bright youngsters, enrichment programs are developed to help them as they can then see how much of a need there really is. This just seems to be the way it goes! The smaller counties," she continued, "don't have people who came out of the university programs already trained, like Escambia and Hernando County. Usually, it was their top or most talented teachers that were chosen to run the programs. They visited Hillsboro County and the programs there for extra help and a great deal of correspondence went back and forth. I noticed at that time that the quality of the programs was very good because the people who were chosen in the smaller counties to do this were very creative. They were anxious to learn how to help these youngsters so they were very willing to go out and hunt for any information or help they could find.

Dade County had a program going also and had printed a very attractive brochure explaining the different origins of the concepts dealing with the Gifted. They had some centers at that time where children were brought in and where they studied science and other subjects somewhat similar to the programs in Hillsboro County.

Orange County had a program and a center they were in the process of developing in 1970 and 1971. Like other counties, Orange County was beginning to search for enthsiastic, well-trained people, or creative people who were bright and would develop programs and do research, and evaluate the needs of children in their county. They were hiring more personnel, seeking for people just for teaching the Gifted.

Even though all the counties were in the same state, it was felt that in many instances each county should have its own individual program because of differences such as geographical location and size, and many regional distinctions that made populations different. We all respected and appreciated the many different types of programs and some of the new ways of doing things which the communication revealed, and that this was preferable to everyone trying to do the same thing. It was marvelous not only to share the ideas, but also to be able to use these ideas as a creative stimulus or stepping stones for something new that would fit into the training of the teacher in a particular school, or the resources of a particular community. The programs varied in the larger counties - people were brought in to the centers, whereas in the smaller counties, there was a tendency for staff or county people, or specialists to go out to the classrooms and go from school to school. In the smaller counties, of course, there were no psychological services available and testing and evaluations were done by the people in the Gifted Program in the county, depending upon what resources each individual county had."

Mrs. Findley asked Mrs. Pippin if she would report on what was being done in Broward County and specifically, in her own school, Bennett Elementary. Mrs. Pippin gave the following account:

"The problems of Gifted teachers in Broward County are not really any different than they were when Gifted Programs were starting out. Communication is the important factor; being able to be a good resource person in the schools, communicating with classroom teachers, parents, working towards developing the Gifted children's talents, using both the cognative and the affective domains in developing self-concepts. In other words, working with the children at their established levels and, at the same time, endeavoring to supply their needs. These are problems that teachers of the Gifted have faced from the beginning. It helps these teachers to be able to discuss the problems with one another, with guidance personnel, and with Principals, so that, together, teams can solve problems by communicating ideas in how to help these Gifted youngsters progress in developing their potential. For instance, one problem is when the teachers of the Gifted are released from their regular classes. This does cause difficulty with classroom work and there is concern in several respects.

Many problems such as this need to be discussed so that together, the personnel of the various schools can find the solutions. Similar problems arise in each community, but how to solve them is an individual school and community decision. The open meetings have been tremendous vehicles for assisting each other. Next year, speakers at the national level will perhaps be brought in, and on the state level, Miss Runyon will be asked to come, thereby creating a total relationship between individual schools, the county, and the state representatives in conjunction with the national effort.

Since I arrived in January of 1974 in Broward County, Mrs. Pippin continued, "I've been participating in meetings with other people in the field of Gifted. There have been about ten on a committee. We meet approximately once a month to evaluate the progress of the different Gifted Programs, disseminate information, and plan for area meetings. In these meetings, interested school Principals, people in guidance and the teachers of the Gifted can get together, communicate, hash out problems, explore and exchange new ideas being used in the different programs. In this way, each school will not be doing the same thing but can strengthen one another.

In my own school, Bennett Elementary, I personally follow the philosophy that I have acquired through my training and that is, to stick to the areas that I'm really strong in. It is totally unfair to these children to have teachers not thoroughly knowledgeable . While one can admit one's weaknesses, a teacher of the Gifted should stretch these children in the areas where she is the strongest. Therefore, since I have an Art background, a Guidance background, as well as training in the field of the Gifted, I started through these areas when I came to Bennett, using my art background as the most effective and most concrete media through which the children could express themselves and which also gave me time, through discussions, to get to know them better individually. In my work with them, we have taken field trips once a month to very different places -- anywhere from the post office to a very small wood-carving shop. We have also a half-day per month as Game Day, when strategy games are played. At the end of this year, we took our Game Day and turned it into a Hobby Day. We had all the talented parents from widespread areas come in and demonstrate their work to the children, showing them how they too could learn these skills. During this session, the children created things, but primarily, we wanted to initiate ideas in them for developing over the summer to keep them busy. We put together a little 'How-to' paper so that they would have some of the skills at their disposal. This worked well, and I have children who returned to school having acquired various equipment and who had been working on developing hobbies.

At Bennett, we also developed a 'Foods Program'. The idea for this is that if the children become accustomed to trying foods that are strange to them - whether the food is American or foreign - they will also become more willing to accept new ideas and new people of different backgrounds and viewpoints. We tried Jewish foods, food from France and other countries and during this time, the children learned about the resources of those countries. Among other things they did in the culinary line, for instance, the children baked all types of breads. All in all, this has become a very creative project which has gone over very well with the result that the children do seem to be much more willing to accept things that are different, to try new things and to accept new ideas. Because of this, I've been very pleased with the success of this project.

The visual projects done with the Bennett children are based on grade level. The children are separated into small groups, ranging from five or six children to a group up to ten in older groups. My fourth and fifth graders meet for approximately one hour and forty minutes twice a week, and the younger ones meet with me three times a week. We have become a kind of resource center for our school. It happens frequently that we have had to drop a project we are working on in order to investigate a particular plant or insect, or perhaps assist in developing a vocabulary built around something that has been brought in to us. Sometimes the things brought in to us have not been easy to identify and we have had to take our research into many different areas. Frequently, we have had to go across the street to the middle school for assistance, or we have had to call a public library for information. We've even telephoned scientists in the area for answers to questions. The children do this kind of research on their own. I allow them to place the calls and ask for the information, giving them as little direct help as possible. This has really helped them grow a great deal. They seem much more adept now at tackling problems which they might have been totally baffled by in the beginning whereas now, they think of ways to go about solving problems they didn't know how to approach before. Some of the subject areas we have worked in have been in the field of art, such as sculpture. We've also done work in ecology. They were pretty well prepared in ecology because they had already learned to develop an interest in trees and to be aware of things ... that there are positive things in what appear to be negative -- for instance, the positive facts of a roach, so when my second and third graders participated with the Fort Lauderdale High School in an ecology program, they came back from the program and were able to teach the first grade children all the things they had learned. They also wrote papers on how they felt and many of these papers showed that they were extremely sensitive, had thought deeply about the loss of trees and were concerned particularly about birds and plants. They told how they had participated in the high school program and what they could do further. Not only was this a successful project, but the faculty as well as the children were all especially pleased that the school had been asked to join in a community undertaking. It's when your community reaches out and makes you aware that there are many things available for the school to participate in that there is always a stronger program in the school. This was true again when we were invited to see the 'Alice in Wonderland' show. It has been almost an advantage for me as a newcomer not to be aware of the many community projects and activities because, being new here, everyone expects me not to know and therefore, they come and tell me. For a school to have community interest and cooperation is tremendously helpful and is instrumental in making a really strong program in the school."

Mrs. Findley asked if the "Alice in Wonderland" program had been put on by Broward Community College.

Mrs. Pippin replied that she believed it was done by the Little Children's Theater. "But," she added, "perhaps now that we have our contact established with Broward Community College, I won't let the College cultural events slip by as I think we need to get into the community activities more and more."

"Of course," Mrs. Pippin continued, "there are times that you have to work with the children individually and be introspective as well. I have my time planned so that I can hold individual conferences with every parent of all the children involved in the program, as well as hold at least one to two and sometimes three individual conferences with each child.

One of the things I did with my fourth and fifth graders was a Career Project in which we did career testing. In coordination with the testing we visited Sunrise Middle School's Occupational Specialist. The Specialist spent some orientation time with the children, talked with them individually , discussed careers with them and allowed them to go through material on the different kinds of careers. We're hoping next year that our fourth and fifth graders will be permitted to participate in some of the middle school programs, hear guest speakers, etc. In this way, children can be made more aware of the different careers available to them. During this same period of time, I had individual conference with each child to discuss the areas in which they excelled and what they thought they really liked, and then their possible choice of a career for the future. Of course, we talked about the fact that it wasn't the idea of settling on a particular career at this time, but being aware of what is available, of their own strengths and weaknesses in relation to their special interests. I gave every child in the program a California Personality Inventory. This was used as a stimulus for discussion with each child, and the characteristics each possessed in comparison with other children so that none would feel inadequate in any way. This is very important because I have found frequently that these Gifted children are perfectionists. Their standards are so high that while we think they have everything going for them, they do not realize this. It's a shame, but it happens frequently that some of these Gifted feel they are falling short, or that they are not bright enough to do something, or that they're not doing so well. So that their own self-concept suffers more than we realize. Often, they tend to feel that they're not living up to their standards. Of course, when they are so sensitive and their standards are this high, I try to explain to them that no one can achieve the ideal or the standards they would like, but that we must keep on working towards the standards. You want them to learn to accept themselves in the spectrum of reality so that they are not so hard on themselves and this way they won't feel that they are failures.

There is another point I try to make in working with the Gifted. They may tend to be harsh in their judgments of other children. They may think others are lacking in some attribute they look for, or perhaps are not as sincere or as honest as they would expect. Again, I try to point out to them that when our own standards are very high, we can be too harsh on others and I try to encourage them to keep lines of communication open, because if these children are going to be the innovators of the future, they are going to need others and be able to communicate with others to help them in carrying out their ideas. This is the time when they tell me about particular problems they may be having in their classroom, or at home, or in other ways, and we talk about communicating with others. Because even though these Gifted have a great deal of talent, they still have a great deal of difficulty conveying their ideas or expressing themselves to others. It is important for them to understand that it is very necessary for them to have good self-concepts and good ways of communicating with others. There are many other things that we have done this year but I've tried to give the highlights and convey a little of the philosophy behind our program for the Gifted at Bennett Elementary."

Mrs. Findley thanked Mrs. Pippin and asked her if she had any recommendations or suggestions that she would like to make regarding the Gifted at the Broward County school level, or within her own school.

Mrs. Pippin said she would like to see strengthening and she thought that this was the direction the programs for the Gifted was already headed.

"I am so pleased to see the strengthening of communication at the Broward County level-- such as having teachers get to know each other on a name basis. have had teachers drop in at Bennett and I know there are other teachers in the county that have done this. It is a strengthening kind of thing, even for people who have been in it for a long time. We all need new stimulus, a fresh approach to things, or simply an opportunity to talk to someone who has experienced the same things that we have. These are the very same needs that our bright youngsters have. I think it is important for us to recognize this in order that we stay attuned to what their needs are. I think by virtue of working with these children, we do need very much to have the same kind of communication that we're trying to provide for them. And so I think it's important for us to be able to get together and to develop ideas and share them. For instance, in my own school (and I'm sure this exists in many other schools) space is a problem. But we're working towards solving it and I don't think any school could ask for better parent support. My own program could simply not have existed had I not had both parent and teacher support. Sometimes we had to pull the children from the classrooms for long hours, and sometimes projects ran overtime. Sometimes it meant working back and forth with teachers in a resource capacity, having parents come in as resource people, or having parents help us with the transportation we needed to be able to get out into the community in order to carry out some of these programs. Without communication and consequent support from everyone, none of it would have been possible."

Mrs. Findley expressed her gratitude to Mrs. Pippin for her interesting and informative talk about the Gifted Programs, not only nationally, but state and county-wide, up to and including her experience in Bennett Elementary.

BROWARD COMMUNITY COLLEGE

Central Campus · Davie Road
Fort Lauderdale, Florida 33314
(305) 581-8700

Dear Student:

You have been participating in a Pilot Program for the Gifted sponsored through Broward Community College for the past several months. In order to obtain some information as to the outcome of the program, we are asking you to complete the following questionnaire:

1. Which of the following programs did you find most informative? (Rank 1 - 7 in order of importance).

   1. Astronomy Program ________
   2. Library ________
   3. Learning Resources ________
   4. Psychology ________
   5. Art ________
   6. Self-concept ________
   7. Data Systems/Publications ________

2. Do you feel that this total program has benefited you?

   Yes ______

   No ______

   Briefly explain: ____

   ____

3. Check each program that you discussed with your parents:

   1. Astronomy Program ________
   2. Library ________
   3. Learning Resources ________
   4. Psychology ________
   5. Art ________
   6. Self-concept ________
   7. Data Systems/Publications ________

4. Which program did you discuss the most with your parents? ____________________

Briefly explain: ____

____

5. Would you be interested in attending an expanded program of this type during the next school year?

YES _______

NO _______

6. What other subjects or areas of inquiry would you like to see included in this type of program at BCC?

1. ____

2. ____

Briefly explain: ____

____

7. Did you prefer the sessions which were related or those which treated the subject separately?

Separate sessions _______

Related _______

Please list any additional comments, suggestions or recommendations:

____

____

____

____
(Student's Name)

STUDENT SURVEY

#1. WHICH OF THE FOLLOWING PROGRAMS DID YOU FIND MOST INFORMATIVE?

	ASTRONOMY	LIBRARY	LEARNING RESOURCES	PSYCHOLOGY	ART	SELF-CONCEPT	DATA SYSTEMS/ PUBLICATIONS
A	4	7	5	1	6	3	2
B	2	6	5	4	7	3	1
C	1	6	4	3	5	7	2
D	2	5	4	6	7	3	1
E	3	7	5	2	4	6	1
F	6	7	5	3	2	4	1
G	4	7	6	1	5	3	2
H	4	6	3	5	7	2	1
I	3	6	7	4	5	1	2
J	2	7	6	1	4	5	3
K	2	6	5	1	3	7	4
L	3	7	6	2	5	4	1
M	2	7	5	1	6	4	3
N	4	6	5	1	7	2	3
O	3	6	1	5	7	2	4
P	1	4	3	2	6	7	5
Q	1	2	5			4	3
R	1	5	3			4	2
S	2	5	3			4	1
T	5	4	3			1	2

SUMMARY

QUESTION #1: WHICH OF THE FOLLOWING PROGRAMS DID YOU FIND MOST INFORMATIVE?

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	7th Choice	No Response
ASTRONOMY	4	6	4	4	1	1	0	0
LIBRARY	0	1	0	2	3	7	7	0
LEARNING RESOURCES	1	0	5	2	8	3	1	0
PSYCHOLOGY	6	3	2	2	2	1	0	4
ART	0	1	1	2	4	3	5	4
SELF-CONCEPT	2	3	4	6	1	1	3	0
DATA SYSTEMS/ PUBLICATIONS	7	6	4	2	1	0	0	0
	20	20	20	20	16	16	16	8

STUDENT SURVEY

#2. DO YOU FEEL THAT THIS TOTAL PROGRAM HAS BENEFITED YOU?

	YES	NO	BRIEFLY EXPLAIN
A	x		Interesting
B	x		Learned and enjoyed
C	x		Interesting
D	x		Learned different things -- enjoyed it
E	x		Learned more than if I had done it on my own
F	x		New ideas ... helped me to investigate new subjects
G	x		Learned about areas
H	x		Chance to learn by different methods
I	x		Liked the Self-concept ... should be continued
J	x		Helped me in class
K	x		Have a general background ... always be useful
L	x		Learned a lot ... field trips well set up
M	x		Learned
N	x		Learned about things I never knew before
O	x		Learned about things I didnt know before
P	x		Learned many things ... for help in future
Q		x	Not interested in some of them
R	x		Learned more ... interesting
S	x		Learned a lot
T	x		Learned a little more than I used to
Total:	19	1	

STUDENT SURVEY

#3. CHECK EACH PROGRAM THAT YOU DISCUSSED WITH YOUR PARENTS:

	ASTRONOMY	LIBRARY	LEARNING RESOURCES	PSYCHOLOGY	ART	SELF-CONCEPT	DATA SYSTEMS/ PUBLICATIONS
A				x		x	x
B	x	x	x	x	x	x	x
C	x						x
D	x	x	x	x		x	x
E				x	x		x
F	x	x	x	x	x	x	x
G	x			x	x	x	x
H	x	x	x	x	x	x	x
I	x	x	x	x	x	x	x
J	x		x	x	x	x	x
K	x			x			x
L				x			x
M							
N	x	x	x	x	x	x	x
O	x	x	x	x	x	x	x
P	x		x	x			x
Q	x		x	x	x		x
R	x		x			x	x
S	x		x			x	x
T		x	x			x	x
Total:	15	8	13	15	10	13	19

STUDENT SURVEY

#4. WHICH PROGRAM DID YOU DISCUSS THE MOST WITH YOUR PARENTS? BRIEFLY EXPLAIN.

	PROGRAM	EXPLANATION
A	Psychology	I told them about shaping, reinforcements, etc.
B	All	I told them about the trips.
C	Astronomy	What we did and how I enjoyed it.
D	Astronomy	Enjoyed the solar system and Planetarium shows.
E	Data Syst/Publ.	Knowing more about computers.
F	Self-concept	Something different - very interesting.
G	Psychology	Most interesting and beneficial.
H	Data Syst/Publ.	Interested in computers as a future career.
I	Self-concept	Most interesting.
J	Self-concept	Learned about others ... likes and dislikes.
K	Data Syst/Publ.	Most recent - interesting.
L	Psychology	What the rats could do and how to make them do it.
M	Psychology	White rats and how they were taught to do different things.
N	Psychology	How white rats were used for experiments.
O	Self-concept	Told them what I did and showed them my Target.
P	Astronomy	I learned more and had much more to explain.
Q	None	Didn't discuss.
R	Astronomy	I like the stars.
S	Data Sys/Publ.	Fascinated with computers.
T	Self-concept	Most interested in.

SUMMARY

QUESTION #4: WHICH PROGRAM DID YOU DISCUSS THE MOST WITH YOUR PARENTS? BRIEFLY EXPLAIN.

ASTRONOMY - 4
LIBRARY - 0
LEARNING RESOURCES - 0
PSYCHOLOGY - 5
ART - 0
SELF-CONCEPT - 5
DATA SYSTEMS/PUBLICATIONS - 4
OTHER - 2 (Two participants indicated none.)

20

STUDENT SURVEY

#5. WOULD YOU BE INTERESTED IN ATTENDING AN EXPANDED PROGRAM OF THIS TYPE DURING THE NEXT SCHOOL YEAR?

	YES	NO
A	x	
B	x	
C	x	
D	x	
E	x	
F	x	
G	x	
H	x	
I	x	
J	x	
K	x	
L	x	
M	x	
N	x	
O	x	
P	x	
Q	x	
R	x	
S	x	
T	x	
Total:	20	0

STUDENT SURVEY

#6. WHAT OTHER SUBJECTS OR AREAS OF INQUIRY WOULD YOU LIKE TO SEE INCLUDED IN THIS TYPE OF PROGRAM AT BCC? BRIEFLY EXPLAIN.

	1ST SUBJECT	2ND SUBJECT	EXPLANATION
A	Animal Behavior	Veterinary Med.	Interested in animals and their behavior.
B	Aerodynamics	None	Interesting subject.
C	History	Future Transp'n	Like history & know about future cities.
D	Future Transp'n	History	Enjoy both subjects.
E	Journalism	None	Would benefit me.
F	Dramatics	Classes at BCC	Interested in drama...classes to listen to.
G	Drama	Science	Interesting subjects.
H	Electronics	None	Good field.
I	Creative Writing	BCC	Didn't hear anything about BCC students.
J	Drama	Law	Interesting subject areas.
K	Dramatics	Science Train'g	None.
L	Oceanography	None	Interested in these areas.
M	Oceanography	None	Interested in kinds of fish.
N	Medical	None	How to treat self and others
O	None	None	No explanation given.
P	Aviation	Astro-Physics	Interested in these subjects.
Q	Photography	None	No explanation given.
R	None	None	No explanation given.
S	Nursing, First Aid	Archeology	I like these areas.
T	History	None	Enjoy recent past.

STUDENT SURVEY

#7. DID YOU PREFER THE SESSIONS WHICH WERE RELATED OR THOSE WHICH TREATED THE SUBJECT SEPARATELY?

	SEPARATE SESSIONS	RELATED
A	x	
B	x	
C	x	
D		x
E		x
F	x	
G		x
H		x
I	x	
J	x	
K	x	
L	x	
M	x	
N	x	
O	x	
P	x	
Q	x	
R	x	
S	x	
T		x
Total:	15	5

STUDENT SURVEY

PLEASE LIST ANY ADDITIONAL COMMENTS, SUGGESTIONS OR RECOMMENDATIONS.

A - "Learned a lot, hope you'll continue the program next year."

B - "More time in Learning Resources to explain how cameras work. Otherwise good."

C - "Learned a lot; very interesting; nice meeting people and their jobs."

D - "I think the Planetarium shows should be shown more often."

E - "I liked all the programs - all enjoyable."

F - "Enjoyed the program very much. Helped me learn a little about new subjects."

G - "Whole program was interesting. Taught me a lot of things I have never explored."

H - "Thank you very much for giving me this wonderful opportunity."

I - "Some kids may go to this College. I think you should tell us more about the College."

J - "Subjects were very informative."

K "Very interesting. Not talk for an hour and then have about a minute to tour things."

L "More things that the students could have done."

M - "I liked Psychology and Astronomy. I recommend a little more time in computers and less in mass media

N - "Whole program was very interesting, very well organized and very good."

O - "I would like to do more in computers and your audio-visual center."

P - "During Psychology program, rats should not be passed around. Causes distraction."

Q - "Shouldn't talk about things as long. Astronomy program was good."

R - "More time in the Library."

S - "Really good - very useful for studies."

T - "Very beneficial."

BROWARD COMMUNITY COLLEGE

Central Campus · Davie Road
Fort Lauderdale, Florida 33314
(305) 581-8700

Dear Parent:

Your child has been participating in a Pilot Program for the Gifted sponsored through Broward Community College for the past several months. In order to better assess the programs offered, we are soliciting your assistance through the use of the attached questionnaire.

We are primarily interested in the independent reaction of you as a parent and your child who has been involved in the program. For this reason, we would appreciate that you complete the parent questionnaire without further discussing any item with your child. If you cannot respond to certain items, please feel free to leave them blank.

Thanking you for your cooperation,

Sincerely yours,

Mr. Jim Davidson, Principal
Olsen Middle School JWD.

Mrs. Carol Findley, Director of Articulation
Broward Community College

Mr. Dave Howard, Teacher of the Gifted
Olsen Middle School

Dr. Fred Skalny, Coordinator, Programs
for the Gifted, Broward County Schools

CF:ym

PARENT QUESTIONNAIRE

1. Which of the following programs did your child find most informative? (Rank 1 - 7 in order of importance).

    1. Astronomy Program ________
    2. Library ________
    3. Learning Resources ________
    4. Psychology ________
    5. Art ________
    6. Self-concept ________
    7. Data Systems/Publications ________

2. Do you feel that this program has benefited your child?

    Yes ______

    No ______

    Briefly explain: ____

    ____

3. Check the programs that your child discussed with you:

    1. Astronomy Program ________
    2. Library ________
    3. Learning Resources ________
    4. Psychology ________
    5. Art ________
    6. Self-concept ________
    7. Data Systems/Publications ________

4. Which program was discussed the most by your child? ________________

    Briefly explain: ____

    ____

5. Would you be interested in your child attending an expanded program of this type during the 1974-75 school year?

Yes ______

No ______

6. What other subjects or areas of inquiry would you like to see included in this type of program at BCC?

1. ____

2. ____

Briefly explain: ______________________________________

____

7. Which sessions do you think benefited your child the most -- those which treated the subject separately or those which were related?

Separate sessions ______

Related ______

Please list any additional comments, suggestions or recommendations:

____

____

____

STUDENT'S NAME: ______________________________

____
(Parent's Signature)

BROWARD COMMUNITY COLLEGE

Central Campus · Davie Road
Fort Lauderdale, Florida 33314
(305) 581-8700

June 20, 1974

Dear Parent:

We are wondering if you received our questionnaire sent to the parents of the children of Olsen Middle School who participated in the Pilot Program For Gifted Children at Broward Community College. Please be assured that your independent reaction as a parent toward the program in which your child participated is important to us and we are wondering if you received or mislaid the questionnaire asking for your reaction to various aspects of the program.

In the event that you did not receive the questionnaire, we are enclosing another form for your consideration.

There are many educators interested in the results of this program therefore your responses are valuable to us and will assist us in analyzing the data and making this information available to other middle schools.

Hoping to hear your personal and confidential replies to our questions on this matter very soon,

Sincerely yours,

Carol Findley

Carol Findley,
Coordinator of Articulation
BROWARD COMMUNITY COLLEGE

CF:ym
enc

PARENTS SURVEY

#1. WHICH OF THE FOLLOWING PROGRAMS DID YOUR CHILD FIND MOST INFORMATIVE? (RANK 1 - 7 IN ORDER OF IMPORTANCE)

	ASTRONOMY	LIBRARY	LEARNING RESOURCES	PSYCHOLOGY	ART	SELF-CONCEPT	DATA SYSTEMS/ PUBLICATIONS
A				1			2
B	6	4	5	1	7	3	2
C	1	2					
D	2	1	3	5	7	4	6
E	4	5	6	2	3	7	1
F	6	7	3	2	5	4	1
* G							
H	2	6	4	3	7	5	1
I	2	4	3	5	6	7	1
J	3	5	4	6	7	1	2
K	1	2	5	3	6	7	4
L	2	6	7	3	5	4	1
M	1	2	3		5		4
N	3	6	5	1	7	2	4
O							
P	1		2			3	
Q	1	3	4			5	2
R	1	7	5	4	6	3	2
S	2	5	4			3	1
T	4	3	2	6	7	5	1

* Parent indicated all were equally informative.

S U M M A R Y

QUESTION #1: WHICH OF THE FOLLOWING PROGRAMS DID YOUR CHILD FIND MOST INFORMATIVE? (RANK 1 - 7 IN ORDER OF IMPORTANCE)

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	7th Choice	No Response
ASTRONOMY	6	5	2	2	0	2	0	3
LIBRARY	1	3	2	2	3	3	2	4
LEARNING RESOURCES	0	2	4	4	4	1	1	4
PSYCHOLOGY	3	2	3	1	2	2	7	7
ART	0	0	1	0	3	3	6	7
SELF-CONCEPT	1	1	4	3	3	6	3	5
DATA SYSTEMS/ PUBLICATIONS	7	5	0	3	0	1	0	4
	18	18	16	15	15	18	19	34

PARENT SURVEY

#2. DO YOU FEEL THAT THIS PROGRAM HAS BENEFITED YOUR CHILD?

	YES	NO	BRIEFLY EXPLAIN
A	x		"Her most interesting school year."
B	x		
C	x		
D	x		"Speaks continuously of his involvement."
E	x		"Exposed her to many areas."
F	x		"More awareness of different views."
G	x		"Broaden knowledge."
H	x		"Learned things he would not have learned otherwise."
I	x		"Benefited scholastically - not personalitywise."
J	x		"Bolstered her self-confidence."
K		x	"Not as important as the school classes she missed."
L	x		
M	x		"Many areas for learning."
N	x		"Learned things she would have in high school."
* O			
P	x		"Improved attitude toward school-fanatic dedication."
Q	x		"Widened her learning area."
R	x		"More aware of many things."
S	x		"Stimulating, but lacked English and Math."
T	x		"Exposed to variety of available services and subjects."
	18	1	

* Parent checked both Yes and No to question number 2.

PARENT SURVEY

#3. CHECK THE PROGRAMS YOUR CHILD DISCUSSED WITH YOU:

	ASTRONOMY	LIBRARY	LEARNING RESOURCES	PSYCHOLOGY	ART	SELF-CONCEPT	DATA SYSTEMS/ PUBLICATIONS
A	x	x	x	x	x	x	x
B	x			x		x	x
C	x						
D	x	x	x	x		x	x
E	x	x	x	x			x
F	x	x	x	x	x	x	x
G	x	x	x	x	x	x	x
H	x		x				x
I	x	x					x
J	x	x	x	x		x	x
K	[illegible]			x			x
L	x			x			x
M	x	x	x		x		x
N		x	x				x
O						x	
P	x		x			x	x
Q	x	x					x
R	x	x				x	x
S	x	x				x	x
T		x	x				x
Total:	17	13	11	9	4	10	17

PARENT SURVEY

#4. WHICH PROGRAM WAS DISCUSSED THE MOST BY YOUR CHILD?

	PROGRAM	EXPLANATION
A	Psychology	Also liked Data Systems Program.
B	Psychology	Rat experiments most interesting. Computer informative.
C	Astronomy	
D	Library	Did research on projects he was interested in.
E	Data Systems/Pub.	Most interesting to her.
F	Self-concept	Something new and interesting.
G	Psychology	Seemed to linger in her mind the longest.
H	Data Systems	Trip to BCC. Learning about computers and their operation.
I	Data Systems	The computer made up a road-runner picture.
J	Self-concept	Interested in what others thought of her.
K	Astronomy	Didn't say much except it only lasted five minutes.
L	Psychology	
M	Astronomy	Interest is high in this area.
N	Psychology	Trip to BCC.Study about white rats in experiments.
O	Self-concept	Helped give the tests to other classes and told us about it.
P	Astronomy	Deeply interested in the subject. Knows more than I.
Q	Astronomy	Most interesting to her.
R	Library	Felt they were not wanted in the library.
S	(No response)	
T	(No response)	

#4. WHICH PROGRAM WAS DISCUSSED THE MOST BY YOUR CHILD?

SUMMARY:

ASTRONOMY	5
LIBRARY	2
LEARNING RESOURCES	0
PSYCHOLOGY	5
ART	0
SELF-CONCEPT	3
DATA SYSTEMS/PUBLICATIONS	3
NO RESPONSE	2
Total:	20

PARENT SURVEY

#5. WOULD YOU BE INTERESTED IN YOUR CHILD ATTENDING AN EXPANDED PROGRAM OF THIS TYPE DURING THE 1974-75 SCHOOL YEAR?

	YES	NO
A	x	
B	x	
C	x	
D	x	
E	x	
F		x
G	x	
H	x	
I	x	
J	x	
K		x
L	x	
M	x	
N	x	
O	x	
P	x	
Q	x	
R	x	
S	x	
T	x	
Total:	18	2

PARENT SURVEY

#6. WHAT OTHER SUBJECTS OR AREAS OF INQUIRY WOULD YOU LIKE TO SEE INCLUDED IN THIS TYPE OF PROGRAM AT BCC?

	1ST SUBJECT	2ND SUBJECT	EXPLANATION
A			
B			
C			
D	Public speaking	Current events	Important to communicate effectively - Aware of world.
E	Career guidance	Type of jobs	Children are not prepared to cope in the world today.
F			
G	Foreign language	Speed reading	
H	Useful in daily routine		Concerning home, cars.
I			
J	Career explorations		
K	Medical		Do not approve of what was offered.
L			
M	Future careers		
N	Something useful in daily life		Simple medical treatments.
O			
P	Technical skills		Promising career for the future.
Q	Archeology	Photography	Two studies she is interested in.
R			
S	Comparative religion	Humanities	Demonstrate worth of diverse cultures and beliefs.
T			

PARENT SURVEY

#7. WHICH SESSIONS DO YOU THINK BENEFITED YOUR CHILD THE MOST -- THOSE WHICH TREATED THE SUBJECT SEPARATELY OR THOSE WHICH WERE RELATED?

	SEPARATE SESSIONS	RELATED	NO RESPONSE
A		x	
B			x
C	x		
D		x	
E		x	
F	x		
G	x		
H			x
I	x		
J			x
K		x	
L		x	
M			x
N			x
O	x		
P		x	
Q	x		
R	x		
S			x
T		x	
Total	7	7	6

PARENT SURVEY

PLEASE LIST ADDITIONAL COMMENTS, SUGGESTIONS OR RECOMMENDATIONS.

A -

B - "Believe he found the BCC program beneficial and interesting. A more in depth experience."

C -

D - "Very pleased with accomplishments to date. Expanding future educational outlook."

E - "Program is excellent - keep up the good work."

F - "Wanted a chance to familarize self with BCC library."

G - "Hope it continues - extremely worthwhile."

H -

I - "Being singled out for 'Gifted Program' has had detrimental psychological effects."

J -

K - "Hard to keep up with subjects missed. Learned very little. Made school year more difficult."

L -

M -

N -

O -

P - "Grades have improved - more responsible, dedicated to reading and study."

Q - "A good program."

R - "Could they have time to use the library?"

S - "Approve of programs, but want more Math and English."

T -

BROWARD COUNTY MIDDLE SCHOOL PRINCIPALS' MEETING
DECEMBER 13, 1973

AGENDA

I. Call to order

II. Approval of minutes of last meeting

III. County staff personnel presentations

IV. Call for added items

V. Agenda items

1. Program for gifted students - Mrs. Carol Findley - Broward Community College
2. Music program in Middle Schools - Miss Peggy Barber
3. Model Program - Kay LaBelle
4. Testing - Kay LaBelle
5. Inservice and Instructional Modules - Jim Davidson
6. School Office Classifications Committee
7. January special meeting date
8. Internal Accounts - Frank Clinton
9. Computer Assistance for Honor Roll - Bob Sulcer
10. Cafeteria Committee report - Ken Black
11. Gulfstream Conference report - Ken Black
12. Procedure for hiring additional staff
13. Added items:

Name of Middle School ________________________________

Principal ________________________________

YES ______ NO ______

1. I am interested in an articulation program with Broward Community College regarding Gifted students. ______ ______

2. The following areas would be of interest to me: ______ ______

    1. Training a staff member. ______ ______
    2. Enrichment program provided by Broward Community College for Gifted students. ______ ______
    3. Instruction for Gifted students provided by Broward Community College. ______ ______
    4. Orientation and/or classes by Broward Community College for parents of Gifted students. ______ ______
    5. Other:
    6. Would you be agreeable to assisting in partial funding of this program for students and teachers from your school budget? ______ ______
    7. Would transportation be furnished by parents? ______ ______
    8. Comments, suggestions and recommendations:

____

____

____

____

____

When completed please return to:
Mrs. Carol Finaley, Coordinator
Broward Community College
3501 S.W. Davie Road
Ft. Lauderdale, Florida 33314 (Rm. 221, Student Services Building)

SURVEY OF MIDDLE SCHOOL PRINCIPALS REGARDING PROGRAM FOR THE GIFTED

	YES	PERHAPS	LIMITED AREAS	NO	QUESTION MARK
INTERESTED?	21				
#1 (Training)	15	1			
#2 (Enrichment Program)	18				
#3 (Instruction)	13		1		
#4 (Orientation for Parents)	9			1	1
#5 (Other)					
#6 (Partial Funding) * - Of which 2 are questioned. - Of which 1 depends on amount.	14*			1	1
#7 (Transportation) * - Of which 1 is questioned. - Of which 1 adds, "Or school should be responsible."	9*				

SURVEY OF MIDDLE SCHOOL PRINCIPALS REGARDING PROGRAM FOR THE GIFTED

	YES	PERHAPS	LIMITED AREAS	NO	QUESTION MARK	PROBABLY	PARENT COULD BE ASKED
	21						
	15	1					
gram)	18						
	13		1				
r Parents)	9			1	1		
g) 2 are questioned. 1 depends on amount.	14*			1	1		
) 1 is questioned. 1 adds,"Or school e responsible."	9*					1	1

COMMENTS:

Seminole: "Soon - suggest one day programs rather than 1 or 2 hour activities."

Nova: "Now using library for our Gifted very successfully."

Deerfield Beach Middle: "If the time is set up so that child could come for an e
North campus for the extreme north area."

New River: "We would be interested in finding out what services are available in

Pines Middle School: "Please coordinate plans for an inservice program relative

Apollo Middle School: "I have not worked toward this program as yet but would li
one of some kind in the Fall of 1974. In my particular s
far more socially maladjusted, emotionally maladjusted, a
learning disabilities than I have that are Gifted. We're
these programs this year - but I'm very interested. But
know how or when -- Keep me in mind! Thanks!"

oon - suggest one day programs rather than 1 or 2 hour activities."

sing library for our Gifted very successfully."

ch Middle: "If the time is set up so that child could come for an entire day. Use the North campus for the extreme north area."

e would be interested in finding out what services are available in the above areas."

School: "Please coordinate plans for an inservice program relative to Gifted student."

School: "I have not worked toward this program as yet but would like to implement one of some kind in the Fall of 1974. In my particular situation, I have far more socially maladjusted, emotionally maladjusted, and students with learning disabilities than I have that are Gifted. We're trying to implement these programs this year - but I'm very interested. But at this time I don't know how or when -- Keep me in mind! Thanks!"

BROWARD COMMUNITY COLLEGE

Central Campus · Davie Road
Fort Lauderdale, Florida 33314
(305) 581-8700

MEMORANDUM

TO: Elda H. Carney, Principal - Margate Middle School

FROM: Carol Findley, Coordinator High School-College Articulation CF

RE: Assistance with Gifted Child Program for Middle Schools

DATE: December 14, 1973

Please complete the enclosed survey which was distributed at the Principal's meeting on December 13th, and return as soon as possible to:

Carol Findley
Office of Articulation
BCC Central Campus

(You may send it in the pony. Thank you for your assistance in this matter.)

MEMORANDUM

TO: Paul Proffitt, Principal, Sunrise Middle School

FROM: Carol Findley, Coordinator High School-College Articulation C 7

DATE: January 28, 1974

SUBJECT: Assistance with Gifted Child Program for Middle Schools

Please consider the enclosed survey which was distributed at the Principal's meeting on December 13th and return as soon as possible to:

Carol Findley
Office of Articulation
BCC Central Campus

(You may send it in the pony. Thank you for your assistance in this matter.)

The School Board of Broward County, Florida
Gifted Child Area Workshops
Questionnaire
Exceptional Child Education

1. Participant's Name ______________________________

2. School ______________________________

3. Date ______________

4. Area(s) of certification and rank ______________________________

____

5. Teaching or staff asignment prior to assuming the role as a full time teacher of the Gifted. ______________________________

6. Current teaching or staff assignment for staff assisting in teaching the Gifted on a non full time basis ______________________________

____

7. List any formal college courses or workshops that you have attended relating exclusively to Gifted Child Education.

	Course	Workshop	Location & Instructor	Date
1.				
2.				
3.				
4.				
5.				

8. Based on the content covered in this workshop:

   A. Do you feel you gained new information which will help you in program planning for your Gifted students? Yes ____ No ____

   B. If Yes, briefly state the most important information that you gained.

   ____

   ____

C. If No, briefly state why the workshop failed to be informative to you.

____

____

D. List any recommendations for increasing the effectiveness of this workshop. ____

____

____

9. Would you like additional workshops to be presented? Yes ____ No ____

A. If Yes, list your priorities of the areas that should be covered.

(most preferred) 1. ____________________________________

2. ____________________________________

3. ____________________________________

4. ____________________________________

5. ____________________________________

B. If No, briefly state why you feel additional workshops would be unwarranted and your recommendations as a substitute for workshops.

____

____

10. State your preference for attending subsequent area workshops.

Day: Choice 1.________________ Choice 2.________________

Time: From ________ to ________

11. Would you be interested in taking a Broward County School Board inservice training program which would fulfill the anticipated State Certification Requirements for teaching the Gifted? Yes ____ No ____

12. Would you be interested in taking college credit courses leading to a master's degree in Gifted Child Education which would also meet State Certification Requirements? Yes ____ No ____

13. Would you prefer a plan whereby you could take a program which combines selective college courses and County inservice training only for the purpose of meeting State Certification Requirements? Yes ____ No ____

14. Please state any additional comments or recommendations.

____

____

____

PARTIAL RESULTS OF BROWARD COUNTY SCHOOL SYSTEM GIFTED CHILD AREA WORKSHOP SURVEY

Administered by

Dr. Fred Skalny, County Coordinator, Programs for the Gifted

Item #8 (A) BASED ON THE CONTENT COVERED IN THIS WORKSHOP, DO YOU FEEL YOU GAINED NEW INFORMATION WHICH WILL HELP YOU IN PROGRAM PLANNING FOR YOUR GIFTED STUDENTS?

	YES	NO	PARTICIPANTS
NORTH	13	0	18
NORTHCENTRAL	7	0	13
SOUTHCENTRAL	19	2	29
SOUTH	12	0	13
Total	51	2	73

Item.#8 (B) MOST IMPORTANT INFORMATION GAINED FROM THE WORKSHOP

Number of People Responding	Item Description
26	New ideas for programming Gifted child education
12	Exchange of ideas with others
10	Acknowledgement that attempts are being made to develop program goals and guidelines within the county school system, and existence of county coordination
6	Procedures for scheduling.
3	Acknowledgement of the importance of the regular classroom teacher
2	(A) CEC membership (TAG) (B) Appreciation of materials presented
1	(A) Knowledge of how Gifted are identified (B) Reassurance that they are doing what others seem to be doing (D) Knowledge of resource people available (E) Knowledge about certification (F) Acknowledgement re potential problems

Item #8 (C) REASONS WHY WORKSHOP FAILED TO INFORM

Number Responding	Reason
2	Redundant, previously given (Nova)
1	Need more examples of forms, surveys and evaluations to share
1	No need for history or description of Gifted child characteristics
1	Presentations of moderators geared too much to speakers' own experiences

Item #8 (D) RECOMMENDATIONS FOR INCREASING WORKSHOP EFFECTIVENESS

Number Responding	
11	Longer period of time required (one hour insufficient)
6	Divide into small groups for greater exchange of ideas and have one member summarize to the entire group
4	(A) Need to schedule one [illegible] workday
	(B) Need more handouts, materials, lists, etc.
3	(A) Limit workshop to one specific area
	(B) Need individual seminars for each level - elementary, middle and secondary
1	(A) Select more effective time during the day
	(B) Too much discussion of materials used
	(C) Need to focus more on middle school ideas
	(D) Discuss more problem areas
	(E) Follow-through on workshops with resource teachers actually coming out to help the Gifted teacher upon request
	(F) Use a more informal seating arrangement
	(G) Need more original ideas
	(H) Need list of available community resources
	(I) Give incentive points for workshop attendance
	(J) Provide a list of schools for visitation of Gifted programs

Item #9 WOULD YOU LIKE ADDITIONAL WORKSHOPS?

	YES	NO
NORTH	12	1
NORTHCENTRAL	7	0
SOUTHCENTRAL	26	0
SOUTH	13	0
Totals	48	1

Item #9 (A)

WORKSHOP PRIORITIES

Number of People Requesting	Workshop Description
21	Approaches to total programming (including out-of-state)
18	Specific activities (creative, motivational, art, math, science, etc.)
16	Materials (demonstrations, lists, etc.)
8	Resources: community, individuals
7	Integrating the Gifted resource program with the regular program (i.e., understanding by and participation with the regular classroom teacher)
5	(A) Programming for primary age children (K-2)
	(B) Identification procedures including minority groups
4	(A) Differential programming: intellectually vs. talented re scheduling and characteristics
	(B) Scheduling
	(C) Goals, objectives and philosophy
3	(A) Field trips
	(B) Individual workshops re problem and idea exchange
	(C) FTE funding
2	(A) Programming for psychosocial development
	(B) Intra-county program idea exchange and release time
	(C) Space and physical set-up
	(D) Evaluation (program and student performance)
1	(A) Sociological considerations of the Gifted
	(B) In-county distribution of written program outlines
	(C) Promoting the continuity plan: elementary to middle to secondary
	(D) Middle school level discussion of ideas and problems
	(E) Demonstration sessions
	(F) Career planning

The School Board of Broward County, Florida

Exceptional Child Education

January 11, 1974

TO: Mrs. Dorothy Orr

FROM: Dr. Frederic Shelny
Specific Learning Disabilities and Gifted Program

Summary Report
Gifted Child Programs

School principals, classroom teachers of the Gifted and other administrators have expressed a critical need to establish and provide county wide coordination efforts for dealing with Gifted Child Education in the Broward Schools. Conferences were arranged with various school principals and classroom teachers of the Gifted who represent the four administrative districts and the Nova Schools in an attempt to identify areas of concern. As a result of these discussions the following items emerged as critical issues:

1. A Broward County Policy for Gifted Child Education that would insure philosophical continuity between the 4 school administrative districts and concurrently provide for flexibility to meet the needs of an individual district or school. The philosophy should further include provision to assure continuity of Gifted Child Education from the elementary school level through senior high.

2. Recommendation for specific identification procedures specifically as they relate to evaluation instruments and minority school age populations.

3. Guidelines for programming the Resource Classroom environment for the Gifted with the inclusion of specific program models that could be adapted to meet the needs of individual students or schools.

4. Instructional Resource (materials and equipment) Guides for principals and teachers of the Gifted including vendors, prices, item description and skill areas in which the items can be used most effectively.

5. Development of a Teacher's Guide for evaluation of student performance and program effectiveness.

6. Guidelines for principals related to teacher selection for the Gifted child class.

7. Inservice training through workshops and the possibility of establishing demonstration centers (Gifted child classes) in specific schools throughout the county in order to provide direct and diversified on the spot training for teachers who are assuming this responsibility of teaching the Gifted child for the first time. Further, plans should be currently initiated for inservice training in order to insure that the teaching staff will have course work equivalency commensurate with the soon to be adopted State Certification Requirements for teachers of the Gifted.

8. Development of community, parent and organizational involvment in specific projects related to Gifted Child Education.

A work session has been arranged for January 21, 1-3 p.m., County Office Portable 131, to discuss these issues and to determine priorities and establish the procedures for producing the appropriate outcomes. Participants in the initial work session will be a representative group of teachers who are currently teaching Gifted Child Programs in the county. These individuals have volunteered to attend the work session to provide input and/or assist in producing the necessary program service outcomes.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

EXCEPTIONAL CHILD EDUCATION

February 20, 1974

TO: Principals responsible for Gifted Child Programs
Teachers of the Gifted
Guidance Counselors
Special Services team staff

FROM: Mrs. Catherine Konefal
Teacher of the Gifted
Nova Blanche Forman School

and

Mrs. Ellen Finger
Teacher of the Gifted
Floranada School

in cooperation with:
Dr. Frederic Skalny
Programs for the Gifted and Specific Learning Disabilities

Your cooperation is requested to assist in providing critical input necessary for the development of a Broward County plan for Gifted Child Education. The plan should insure continuity from the elementary to secondary school level, and between the four school administrative districts. Further, the plan should concurrently provide for flexibility compatible with the needs of the students, an individual school or entire administrative district.

The initial survey is an attempt to obtain information from you related to the meaning of the term "gifted children." Your assistance is requested in terms of a written response to the following items. Please forward all responses to Dr. Skalny at South Side Diagnostic Center. Additional surveys will be forwarded related to other aspects of Broward County planning for Gifted Child Education.

cw

cc: Mr. Walden LJW
Dr. Wieland
Mr. Gardner
Mr. Chapman
Mr. Aycock
Dr. Keaton
Mr. Marshall
Dr. McFatter
Mr. Drainer

SURVEY #1

Name__________________________ Position__________________________

School__________________________

1. My definition of the "gifted child" is:

2. I recommend that the classroom teacher and/or guidance counselor use the following procedures in the initial screening for gifted children.

3. My comments on definition of the gifted child and initial screening procedures as they relate to the following considerations are:
    a. minority group children:

    b. children in levels K - 2:

    c. children from rural areas:

4. I would like to offer the additional comments:

If additional space is needed please use back of sheet.

2/20/74

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

SOUTH SIDE DIAGNOSTIC CENTER
James R. Fisher, Ed. D., Director
701 South Andrews Avenue
Fort Lauderdale, Florida 33316
305/525-5141

February 22, 1974

Mrs. K. LaBelle, Principal
Nova Middle School

Dear Mrs. LaBelle:

I would appreciate your assistance in permitting Miss Therese Roberts to attend a second Gifted Child work session. The meeting will focus on developing guidelines for programming the resource classroom environment for the Gifted Child. The guidelines emerging from this meeting will be distributed and discussed at a later date in individual area meetings with the area teachers of the Gifted.

The work session is scheduled for March 6, 2-4 p.m., County Office Portable 131.

Please contact me at 765 6595 if you desire further information about the work session.

Sincerely,

Frederic Skalny, Ph.D.
Programs for Specific Learning
Disabilities and the Gifted

FS/cw

cc: Miss Roberts

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

SOUTH CENTRAL AREA OFFICE
John E. Aycock, Area Superintendent
4000 North 55th Avenue
Hollywood, Florida 33021
305/961 0140

DATE: March 1, 1974

TO: Principals Responsible for Gifted Child Programs

FROM: Dr. Frederic Skalny
Programs for the Gifted and Specific Learning Disabilities

A South Central Area workshop has been planned to assist teachers and/or school staff directly responsible for providing educational programs for the Gifted. We would appreciate your assistance in permitting your staff representatives to attend the Area workshop on March 18th, 2:45 - 4:00 p.m. at Plantation Park Elementary, 875 S. W. 54th Avenue, Plantation.

The meeting will focus on recommendations for programming the resource classroom environment and provide an exchange of ideas for continuing to plan appropriate learning situations and strategies. Open discussion time will be scheduled to insure that staff have an opportunity to raise concerns particular to their individual programs.

In the event that a teacher cannot attend the scheduled meeting in this area, his or her attendance would be welcomed at any of the other Area meetings:

NORTH	March 14th	2:45 - 4:00 p.m.	To be announced
NORTH CENTRAL	March 15th	2:45 - 4:00 p.m.	Oriole Elementary
SOUTH	March 13th	2:45 - 4:00 p.m.	Orange-Brook Elementary

Please contact Dr. Skalny at 765 6595 for any additional information.

FS/dd

cc: John E. Aycock, Area Superintendent
Staff Representatives

The School Board of Broward County, Florida
Exceptional Child Education
March 8, 1974

FROM: Frederic Skalny, Ph.D.
Specific Learning Disabilities & Gifted Programs

RE: Gifted Child Education Work Session for
Planning Area Workshops

The purpose of the work session is to establish the format and contents for the Area Workshops which will be held as follows:

North	March 14	2:45	Pompano Beach Elementary
North Central	March 15	2:45	Oriole Elementary
South Central	March 13	2:45	Orange-Brook Elementary
South	March 18	2:45	Plantation Park Elementary

The content of the workshop should focus on recommendations for programming the resource classroom environment and provide an exchange of ideas for continuing to plan appropriate learning situations and strategies. Open discussion time is essential to insure that staff have an opportunity to raise concerns particular to their individual programs. The majority of participants will represent elementary schools, however, middle and high school staff have been invited to attend.

Items for Consideration:

1. Format

   A. Selection of workshop leaders for each Area.

   B. Method for presentation of content:

      For example:
      Introduction - Total group
      General Program Guidelines - Total group
      Specific Program Guidelines - Small groups
      Summary - Total group
      Open Discussion - Total group

      Use of handouts, overhead projectors, materials display.

2. Contents

   A. Presenting the Gifted Child Program to the regular school staff: the role of the principal.

B. Program goals.

C. Recommended program activities, etc.

D. Discussion of student scheduling and grouping.

E. Use of physical space.

F. Materials.

G. Methods for student evaluation.

H. Use of resource personnel.

I. Parent education.

J. Establishing communication channels for Gifted child personnel with and between administrative school areas.

K. Recommendation for follow-up workshops.

L. Brief questionnaire to assess each area workshop.

M. Other:

3. Additional Work Session Recommendations

A. Follow-up meeting to discuss and summarize the workshops.

B. Presentation of area workshops for principals and administrative staff.

C. Continuation of Gifted Child Education Planning.

BROWARD COUNTY BOARD OF PUBLIC INSTRUCTION
EXCEPTIONAL CHILD EDUCATION
GIFTED CHILD WORKSHOP
SOUTH CENTRAL AREA
MARCH 18, 1974

LOCATION: Plantation Park Elementary
TIME: 2:45 to 4:00 p.m.

WORKSHOP MODERATORS:

Mrs. Linda Benedetto,
Plantation Park Elementary
Mrs. Catherin Koneful,
Nova Blanche Forman
Miss Therese Roberts,
Nova Middle
Dr. Frederic Skalny
Acting County Coordinator, Programs for the Gifted

WORKSHOP AGENDA

I. INTRODUCTION

- A. General
- B. Building Bridges

II. PROGRAMMING

- A. Program Goals
- B. Activities
- C. Materials
- D. Scheduling and Grouping
- E. Concerns

III. SMALL GROUP INTERACTIONS

- A. Evaluate Workshop (Fill in evaluation sheets.)

IV. SUMMARY

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ACTION FOR THE GIFTED
Exceptional Child Education

GET INVOLVED GET INVOLVED GET INVOLVED

your involvement is needed
help continue to build quality programs for the Gifted
in Broward County

Groups dedicated to "Action for the Gifted" are now being formed. The groups are specially designed so that each teacher of the gifted can directly participate in guiding the growth of gifted education in the county. You are encouraged to become involved in the group or groups of your choice. Group meetings will be held periodically during the school year and the resulting information will be disseminated to all.

CHECK YOUR AREA (S) OF INTEREST

Name ____________________ School ____________________

1. Communication for All - The [illegible] Newsletter ________
2. Innovative Program Planning & Activities
    - Elementary School ________
    - Middle School ________
    - High School ________
3. Parent Involvement Projects ________
4. Scheduling Procedures ________
5. Research and Professional Book Review ________
6. Community Involvement Programs ________
7. Special Projects ________
8. Workshop Planning ________
9. The Resource Directory ________
10. The Gifted Student and the Mainstream ________
11. Your Action Recommendations ________

____
____
____
____
____

Information would be appreciated on the following items.

1. Areas of expertise I can share or assist with other gifted teachers are:
   ____
   ____

2. I am willing to have other gifted teachers visit my program in action any time: YES ____ Only for special projects ____ Only after I have completed my total program plan ____.

3. I am willing to assist in preparing and presenting in my areas of specialty at a scheduled area or county-wide workshop ____________________
   ____

4. I would appreciate some immediate program assistance or clarification ________
   need areas (specify) ____________________
   ____

aim

SUMMARY AND EVALUATION

Inasmuch as Broward Community College was approached by the Principal of a Middle School in the Broward County School System concerning the possibility of setting up a type of orientation program for the Gifted students in his school so that they might be helped to gain their potential in a more effective manner, Broward Community College consented to begin a pilot program with this school.

A series of seven mini programs were developed for Gifted students through a cooperative effort by staff from Broward Community College and the School Board of Broward County, Florida. The mini projects included: (1) Astronomy (Planetarium), (2) Learning Resources, (3) Library, (4) Art, (5) Psychology, (6) Self-concept (Getting-To-Know-You"), (7) Mass Communications (Data Systems-Publications).

Each project was offered once to the entire group of students during an intensive three-hour time block. Six of the projects were held on the Broward Community College campus and one, the Self-concept project, was held in the participating middle school. The project was an initial attempt to provide a diverse and systematically defined inter-institutional approach to enhancing the cognitive and affective domains of Gifted students. The aim of the project was to determine the effectiveness of the program with the intention of expansion for the 1974-75 school year.

Effectiveness of the seven mini programs was evaluated on the basis of data collected on twenty of the forty participating middle school Gifted students. The original group was to be selected and matched for sex and I.Q.; however, the twenty finally used in the experiment were those who were not absent from any of the programs. The only exception was the Self-concept Program where anonymousness was essential, necessitating the use of data on all forty students.

The data was analysed or evaluated according to pre and post project test scores; descriptions based on student questionnaires related to specific project areas, and parent questionnaires.

Initial evaluation of data substantially indicates that (1) the project was an effective vehicle for enhancing cognitive and affective characteristics of the Gifted based on pre-post test gain scores, student descriptive responses and parent evaluation; (2) students and parents wish to continue and to expand the program; (3) other middle schools in the county are interested in participating during the 1974-75 school year; and (4) inter-institutional support will continue. The primary problem areas center on staff availability, time allocations and selection of additional areas of concentration.

FOLLOW-UP

Mrs. Carol Findley, Coordinator of High School/College Articulation of Broward Community College, was invited by Dr. Fred Skalny, County Coordinator, Programs for the Gifted, Broward County School System, to speak with teachers of Gifted students in Broward and Palm Beach County in a class for teachers of Gifted students at Florida Atlantic University, Boca Raton, Florida, on July 24, 1974.

On August 16, 1974, Mrs. Findley served as a program participant in the Exceptional Child Education Workshop, Gifted Child Division, held in Broward County. (See Appendix)

Recently, Mrs. Findley was selected as one of eleven participants throughout the United States to participate in the Council for Exceptional Children National Convention to be held in Los Angeles, April 21 through April 25, 1975. The Coordinator will participate in the TAG (Talented and Gifted Division) and will present a visual program followed by a question and answer session. A brochure entitled "Mini Programs for Gifted Students" was designed especially for this program and will be distributed during the session. (See Appendix)

In addition to the aforementioned, Mrs. Findley has been contacted by various school personnel throughout Broward County to serve as a consultant and coordinator involving problems, programs and information in relation to Gifted programs in various schools. Some of the schools which have requested this service are: Piper, Northeast, Plantation and Pompano high schools; Nova, Rickards and Olsen middle schools; and Bennett Elementary School.

On May 29, 1974, Mrs. Findley received a memorandum from Dr. George Young, Vice-President for Student Development, Broward Community College, to discuss the evaluation of the Gifted child pilot project with Olsen Middle School and to consider suggestions and/or recommendations for future programs at the College.

A meeting was held on September 5, 1974, and the Committee to Evaluate Gifted Child Programs recommended that a Committee to Draft a Proposal for a Gifted Child Program for the College be established. (See Appendix)

Due to the scope of the Gifted child program, the Committee to Draft a Proposal for Gifted Child Programs recommended that Mrs. Findley, Dr. David Groth, Vice-President for Academic Affairs, Broward Community College, and Dr. Fred Skalny, County Coordinator, Programs for the Gifted, Broward County School System, meet to begin the initial drafting of such a proposal. This meeting was held on September 30, 1974, and four areas of involvement with the Gifted program in the county and other co-sponsored programs were discussed:

(1) Classes or programs for the parents of Gifted students in Broward County;

(2) Making the Broward Community College library available for programs for the Gifted students in the county;

(3) A co-sponsored community project with the Broward County School System and the College, "Community Learning Fair";

(4) Special programs for minority groups for above average students (not classified as Gifted) for minorities in the county.

(The last two areas of involvement with the Broward County School System do not relate specifically to the Gifted proposal, but resulted as an outgrowth of the evaluation of the Gifted program).

A survey has been completed regarding interests involving special programs for parents of the Gifted students in Broward County. The results indicated that many parents would like to take part in such programs. At this time, a proposal for programs for the parents of Gifted students is being drafted and will be sent to Dr. Young and Dr. Groth for their consideration.

Mrs. Findley met with the County Coordinator, Dr. Skalny, again on December 12, 1974 to discuss the areas of involvement. At that time, Dr. Skalny reported that he had contacted Mrs. Frances Brown, Broward Community College Librarian, and worked out a schedule which will be available for all teachers of the Gifted. This will enable all Gifted students in Broward County (elementary, junior high and high school) to take advantage of Broward Community College library facilities and establish an inter-loan library system with the College. Arrangements for special library programs for the Gifted may now be made by contacting Mrs. Frances Brown, Broward Community College. (Additional information may be found in the Appendix).

Dr. Skalny and Mrs. Findley also discussed a co-sponsored "Community Learning Fair" involving the Broward County School System and the College. This program may be incorporated into the forthcoming "Whole Earth Arts Festival". Dr. Skalny and Mrs. Findley plan to meet with Mrs. Patricia Novak, Director of Student Activities, and Miss Ellen Chandler, Coordinator of Cultural Affairs at the College, to discuss incorporating the "Community Learning Fair" with the week-long "Whole Earth Arts Festival" which is a Spring Term event sponsored by the College.

In regard to the fourth item, Dr. Skalny, Dr. Groth and Mrs. Findley decided upon investigation that it was not possible to pursue co-sponsored involvement of special programs for minority groups at this time.

Gifted programs for many schools throughout Broward County are now in progress on a limited basis through the facilities being made available at Broward Community College. The programs include Astronomy, Data Systems, and Psychology. The procedure at present is that the Gifted teacher in a specific school contacts Mr. Gladwyn Comes, Director of the Planetarium, regarding Astronomy programs; Mr. Fred Scott, Director of Data Systems, concerning Computer programs; or Dr. William Walker, Psychology instructor, in relation to Psychology programs. The teacher of the Gifted may request specific type programs and arrange for scheduling.

Upon request from teachers of the Gifted students, Mrs. Findley has provided additional information regarding enrichment programs available through the College which may be of interest to those working with Gifted students. Materials have also been made available to Dr. Skalny so that the information may be distributed to all teachers of the Gifted throughout Broward County. The materials include the Planetarium programs being held at the College throughout the year, the 1974-75 Film Series, the 1974-75 Artist Series, and the Cultural Events Calendar for 1974-75. (See Appendix)

IMPLEMENTING MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS:

An Inter-institutional Project of Broward Community College
and the School Board of Broward County, Florida

by: Carol Findley

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Part 4
Maxi II Practicum
February 15, 1975

Fort Lauderdale Cluster
Dr. Bert Kleiman, Coordinator

APPENDIX

BROWARD COMMUNITY COLLEGE

MEMORANDUM

TO: Mrs. Carol Findley

FROM: Dr. Hugh Adams, President

RE: Practicum Project for Gifted Children in the Middle Schools

DATE: November 19, 1973

This will authorize you to proceed with the Practicum Proposal.

HA/ak

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

OFFICE OF THE SUPERINTENDENT

TO: Mrs. Carol Findley

HL

FROM: Mr. Hilton Lewis, Director of Secondary Education

RE: Practicum Project for Gifted Children in the Middle Schools

DATE: November 29, 1973

This will authorize you to proceed with the Practicum Proposal.

HL/ak

BROWARD COMMUNITY COLLEGE

MEMORANDUM

TO: Dr. Hugh Adams, President

FROM: Carol Findley, Coordinator - High School/College Articulation

DATE: November 5, 1973

RE: Superior students in Olsen Middle School

Mr. Jim Davidson has contacted Dr. Adams in relation to 42 students with I.Q.'s of 130 plus, 11 - 14 years of age, grades 6 - 8, in relation to a special articulation program for middle schools.

At Dr. Adams' request Mrs. Findley checked with Mr. Drake concerning library facilities for use by the middle school students. Mr. Drake made the following suggestions:

1. That he have them ideally in groups of twenty for a one hour program.
2. Time - Tuesday and Thursday - all day the most feasible time, but not before 1:00 PM on any other day.
3. At that time they could look over the resources and if they found a book they wanted to check out, an inter-library loan system could be worked out through the middle school.
4. This would give the middle school a better understanding of the type of materials needed.

Mrs. Findley plans to meet with Mr. Davidson in the near future to ascertain some points of interest he had in mind for these students in relation to Broward Community College.

Some suggestions for possible articulation measures:

1. Visit to Planetarium
2. Publications
3. Art
4. Dramatics and Music with special reference to production processes.
5. Clinical Psychology
6. Physical Education

These possibilities will be explored with Mr. Davidson in detail for his consideration.

CF:ak
cc:Dr. Young

PERSONNEL WHO ASSISTED IN THE OLSEN MIDDLE SCHOOL GIFTED CHILDREN PROGRAM

Dr. A. Hugh Adams, President, BROWARD COMMUNITY COLLEGE

Dr. Clinton D. Hamilton, Executive Vice-President, BCC

Dr. George W. Young, Vice-President for Student Development, BCC

Dr. Fred Skalny, County Coordinator, Program for the Gifted, BROWARD COUNTY SCHOOL SYSTEM

Mrs. Carol Findley, Coordinator of Articulation, BCC (Planning and coordination of all programs)

Mr. Gladwyn Comes, Director of Planetarium, BCC (Astronomy Program)

Mr. Fred Read, Planetarium Technician, BCC (Astronomy Program)

Mrs. Frances Brown, Librarian, BCC (Library Program)

Mr. Isaac S. Call, Director of Learning Resources, BCC (Learning Resources Program)

Mr. George Chillag, Media Specialist, Learning Resources, BCC (Learning Resources Program)

Mr. R.W. Anderson, TV Engineer, Learning Resources, BCC (Learning Resources Program)

Dr. William Walker, Psychology instructor, BCC (Psychology Program)

Miss Jackie Terranova, Psychology student, BCC (Psychology Program)

Mr. Thomas F. Parker, Counselor, BCC North Campus, (Self-concept - "Getting To Know You" Program)

Mrs. Sue Smith, Counselor, BCC North Campus, (Self-concept - "Getting To Know You" Program)

Mrs. Anne Trickel, Dean of Girls, Piper High School, (assisted with Astronomy Program)

Mrs. Betty Owen, English and Journalism instructor, BCC (Mass Communications -- Data Systems/Publications Program)

Mr. Fred Scott, Director of Data Systems, BCC (Mass Communications -- Data Systems/Publications Program)

Mrs. Sandy Seaton, Art instructor, BCC (Art Program)

Mr. Lawrence Tobe, Art Department Head, BCC (Art Program)

Mrs. Phyllis Williams, Minority Recruiter, BCC (assisted in tours)

Mrs. Yolande McLennan, Secretary, Office of Articulation, BCC (assisted in tours)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

OLSEN MIDDLE SCHOOL
J.W. Davidson, Principal
1301 Southeast Second Avenue
Dania, Florida 33004
305/923-2381

June 3, 1974

Ms. Carol Findley
Director of Articulation
Broward Community College
3501 S.W. Davie Road
Ft. Lauderdale, Florida 33314

Dear Ms. Findley:

Please report to all parties concerned my complete satisfaction and appreciation for the cooperation extended our school by Broward Community College.

I was overwhelmed by the response of Dr. Adams to my call asking for some joint school-college efforts on behalf of our gifted students.

The reaction I have received from our gifted students concerning their involvement in the programs offered by Broward Community College have been positive in every respect.

I would be very much in favor of continuing and expanding this program and I certainly would be happy to contract with the college to pay for these services from FTE funds.

Thanks again for your complete cooperation and many hours of work that made this program such a success.

Sincerely,

J. W. Davidson

J. W. Davidson, Principal
Olsen Middle School

JWD:mb

WILLIAM C. DRAINER, SUPERINTENDENT OF SCHOOLS • 1320 S.W. FOURTH STREET • FORT LAUDERDALE, FLORIDA 33312

Olsen Middle School
Dania, Florida
June 4, 1974

One of the major objectives of the Gifted Student Program at Olsen has been to allow its students to participate in as wide a range of new experiences as possible. Students, for the most part, coming into a program in which they are expected to make meaningful decisions concerning their direction within the program are unable to. Not because they lack the intelligence or the maturity to do so, but because they lack the experiences from which to draw.

Thanks to the BCC program, my students have been given a broad base of experiences that could not have been gained otherwise.

My students now know enough about data systems, psychology, astronomy, publications, and art theory to use them as a base for making good decisions. They know how a TV camera works and the principles behind processing film. A college library is no longer a part of the great unknown; they know where it is, how to use it, and that they are welcome in it. They came out of a three hour session on self-awareness with a positive new image of them selves that has had lasting effects.

I desperately hope that this program will be continued next year and that we will be allowed to participate in it. Its benefits are immesurable.

I am everlastingly grateful to Carol Findley and all of the people who helped give some forty students from Olsen the opportunities to stick their noses in an awful lot of places where they had never been before.

David C. Howard, Teacher
Olsen's Gifted Program

BROWARD COMMUNITY COLLEGE
FORT LAUDERDALE, FLORIDA
OFFICE OF THE PRESIDENT

June 14, 1974

Mr. J. W. Davidson, Principal
Olsen Middle School
1301 Southeast Second Avenue
Dania, Florida 33004

Dear Mr. Davidson:

Please express my appreciation to Mr. Howard, the teacher at Olsen's Gifted Program, and the many students who were thoughtful enough to send me a signed statement of appreciation. That bouquet of thoughtfulness certainly brightened my day, and I hope that you will convey my thanks to them.

I am very pleased that under the able leadership of Mrs. Carol Findley our joint school/college efforts have resulted in constructive and needed programs for gifted students. I trust that what we have learned to date will provide the basis for expanded efforts in cooperation with the schools. We have considered it a privilege to be associated with these pilot programs and look forward to a continued cordial working relationship.

Sincerely yours,

Hugh Adams

Hugh Adams
President

HA:vvh

cc: Mr. William Drainer
Mrs. Carol Findley ✓
Mr. David Howard

We Give Our Thanks and Apprecia

TO

Carol Findley

FOR YOUR TIME, PATIENCE AND COOPERATION

FROM STUDENTS IN OLSEN'S GIFTED PROGRAM:

Regina Harrison
Melody Batway
Mark Aronson
Steve Savery
Ken Cavallaro
Charles Weith
Robert Squillante
[illegible]
Gary Isaacs
Steve Esenberg
Lloyd [illegible]

Scott McEwen
Paul McElwain
[illegible]
[illegible]
Pete
[illegible] Murphy
Karen Browning
Melissa White

Jackie Fong
Sandy Bock
Elaine Martel
Debbie Monegrid
Steven Talbert
Elizabeth Hofme
Sharon Karn

Give Our Thanks and Appreciation

TO

Carol Findley

FOR YOUR TIME, PATIENCE AND COOPERATION

FROM STUDENTS IN OLSEN'S GIFTED PROGRAM:

arrison
Extway
nson
very
llaco
eth
ullainte
Isaacs
nberg
Hill

Scott McCrimon
[illegible]
[illegible]
[illegible]
Peter
Shannon Murphy
Karen Browning
Melissa White

Jackie Fong
Sandy Bock
Elaine Matel
Debbie Hornungold
Steven Tulbert
Elizabeth Helme
Sharon Korn

Geraldine Santos
Tracy Benson
Audrey Lesky
Susan Perry
Nancy Norris
Alicia Paredes
Michael Ruppel
David Mowers
Joanne Hanson
Andrea Kilaski
Holly Hill
Richard P. Harrison

BROWARD COMMUNITY COLLEGE

Central Campus · Davie Road
Fort Lauderdale, Florida 33314
(305) 581-8700

June 24, 1974

Mr. James Davidson, Principal
Olsen Middle School
1301 S. E. 2nd Avenue,
Dania, Florida

Dear Mr. Davidson:

It was my great pleasure to receive the Certificate of Award for participation in the Gifted Program sponsored by Broward Community College.

Of all the programs we have had with various groups, I feel I learned the most from your Gifted Child group and from their very fine teachers with whom I worked. It was my pleasure to coordinate this series of experiences in the field of enrichment for the "gifted" and it is my hope that the idea will be carried on throughout all the schools of Broward County.

Please thank your students for their thoughtfulness and their teachers for their very fine cooperation.

Sincerest good wishes for the continuance of your program.

Very truly yours,

Carol Findley

CF:ym
cc: Mr. David Howard
Mrs. Rosalind Brown

BROWARD COMMUNITY COLLEGE

MEMORANDUM

TO: Carol Findley

FROM: George W. Young

DATE: May 29, 1974

On the Olsen question:

Get a group together to discuss possibilities -- Carl Crawford, Harry Smith, Dave Groth, Tom Parker, Dr. Young, Carol Findley and appropriate school personnel.

If we come up with a proposal Dr. Adams will approach Dr. Drainer.

GWY/aek

MEMORANDUM

TO: Dr. Harry Smith
Dr. Carl Crawford
Dr. David Groth
Mr. Tom Parker

FROM: Carol Findley CF

DATE: July 19, 1974

SUBJECT: EVALUATION OF GIFTED CHILD PROGRAM OF BROWARD COMMUNITY COLLEGE

Dr. Young has asked me to contact you regarding the BCC project with Olsen Middle School Gifted children during the 1974 school year. We would like to discuss this program and also consider suggestions and/or recommendations for future programs at the College.

If we come up with a proposal for such programs, Dr. Adams will approach Mr. Drainer for further discussion of this matter.

The meeting will be held on Central Campus, at 1:30 PM, Friday, July 26th, in the Administration Building Conference Room.

CF:ym
cc: Dr. George Young

MEMORANDUM

TO: Dr. Harry Smith
Dr. Carl Crawford
Dr. David Groth
Dr. George Young
Mr. Tom Parker

FROM: Carol Findley, Office of Articulation CF

DATE: August 19, 1974

SUBJECT: EVALUATION OF GIFTED CHILD PROGRAM OF BROWARD COMMUNITY COLLEGE

Dr. Young has asked me to contact you regarding the BCC project with Olsen Middle School Gifted children during the 1974 school year. We would like to discuss this program and also consider suggestions and/or recommendations for future programs at the College. If we come up with a proposal for such programs, Dr. Adams will approach Mr. Drainer for further discussion of this matter.

Inasmuch as this discussion has been unavoidably postponed, it urgently needs your immediate consideration. The meeting will be held on Central Campus, at 2:00 PM, Thursday, September 5th, in the Administration Building Conference Room.

CF:ym

MEMORANDUM

TO: Dr. Harry Smith
Dr. Carl Crawford
Dr. David Groth
Dr. George Young
Mr. Tom Parker

FROM: Carol Findley, Office of Articulation CF

DATE: August 21, 1974

SUBJECT: COMMITTEE TO EVALUATE A GIFTED CHILD PROGRAM FOR BROWARD COMMUNITY COLLEGE.

In a conference with Dr. Fred Skalny at the beginning of the school year, he asked that we consider and please respond to the following areas for exploration at our September 5th meeting:

PROGRAMS AND OR PROJECTS OFFERED AT BROWARD COMMUNITY COLLEGE FOR THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

1. Physical resources available (such as Planetarium, Psychology (Rat Lab), Data Systems).

2. Human resources available (BCC personnel who would be willing to work with the Gifted).

3. Special Events calendar (cultural events calendar and special program offerings made available to Gifted child teachers.)

4. Special interest groups/clubs/services: A) Student activities/clubs
B) Faculty activities/clubs

For observation, shadowing and internship (and participation).

5. Opportunities for independent study.

6. Opportunities for attending classes (based on student interest as part of general earlier planning exposure purpose).

7. Establishing policy for any type of participation.

8. Continuation of the self-development program initiated by Carol Findley with the Counseling Division of Broward Community College.

* 9. Continuation and expansion of specific programs for the Gifted.

* One of the most important considerations as requested by Dr. Skalny.

CF:ym

MEMORANDUM

TO: Dr. Roy Church, Dean of Academic Affairs, North Campus
Dr. Curtis Murton, Dean of Academic Affairs, Central Campus
Dr. David Groth, Vice-President of Academic Affairs and Director of Community Services
Mrs. Sandra Grady, Coordinator of Community Services
Mr. Gladwyn Comes, Planetarium
Mrs. Betty Owen, Journalism
Mr. Tom Parker, Ad hoc committee member
Dr. Fred Skalny, County Coordinator, Program for the Gifted, County School System - guest.

FROM: Carol Findley, Office of Articulation CF

DATE: September 9, 1974

SUBJECT: COMMITTEE TO DRAFT A PROPOSAL FOR A GIFTED CHILD PROGRAM FOR BROWARD COMMUNITY COLLEGE

Attached find memo regarding Committee to Evaluate a Gifted Child Program for Broward Community College. As a result of this meeting, a new committee is being formed to draft a proposal concerning the aforementioned.

Due to the scope of the Gifted Child Program, the Evaluation Committee recommended a special committee be established to consider the many concerns such as time, staffing, expense and facilities for this particular type of program.

Dr. Skalny, County Coordinator, Program for the Gifted, Broward County School System, is being asked to attend this meeting for his input and interest in this project.

The meeting is to be held on Central Campus at 2:00 o'clock, Wednesday, September 18th, in the Administration Building Conference Room.

CF:ym

ccs to: Dr. Harry V. Smith, Executive Dean, Central Campus
Dr. Carl M. Crawford, Executive Dean, North Campus
Dr. George W. Young, Vice-President for Student Development
Mr. Joel Keiter, Director of Exceptional Child Education, Broward County School System

MEMORANDUM

TO: Dr. David Groth

FROM: Glen A. Rose GAR

SUBJ: "Gifted Students Enrollment"

DATE: September 12, 1974

As per our conversation yesterday concerning the possibility of admitting gifted students from the County School System to BCC, I would like to recommend the following.

1. The College make an effort to contact Dr. Frederic Skalny, Coordinator of the Exceptional Child Center at 425 Southwest 28th Street, Fort Lauderdale, Florida 33315, Telephone number 765-6654, as soon as possible.

2. Investigate the possibility of developing a program for admitting such students to the College. Many of these students do not meet the requirements of our current dual enrollment or early admissions policy, yet I am sure many of these students could benefit from programs offered by the College.

Mr. Charles Ramsdel of Piper High School was in contact with me inquiring about the possibility of enrolling students from the gifted program in "Man and his Enviorment" television course this term.

I strongly recommend that we pursue this as expeditiously as possible in order to enroll these students for this term. Your consideration and efforts will be greatly appreciated.

GAR:mda

cc: Dr. Murton
Dr. Church
Mr. Meinhold
Mr. Black
Ms. Findley ✓
Mr. C. Ramsdel

broward community college

fort lauderdale center
fort lauderdale, florida 33301

September 18, 1974

Mr. Charles Ramsdel
Director of Curriculum
Piper High School
8000 N. W. 43 Place
Sunrise Village, Florida 33313

Dear Mr. Ramsdel:

Upon your request I discussed the admission of high school students currently enrolled in the Gifted Program at Piper High School and their enrollment at BCC this term with the Academic Vice President, the Academic Deans, Dean of Student Development and Ms Carol Findley.

Please see attached copy of BCC Policy 4-14 under which we feel the students in the Gifted Program maybe admitted at this time. This policy doesn't seem to preclude their enrollment in the community college yet we also strongly recommend that you investigate the Broward County School Board's regulations to see that your request is consistent with current policy.

I am forwarding to you through Ms Findley, applications and dual enrollment forms. If you have any questions and I can be of further service, please contact me.

Yours very truly,

Glen A. Rose
College Registrar

GAR:mda
cc: Ms Findley

Dual Enrollment of High School Students

Superior high school students who have demonstrated their ability by excelling in their work, under a dual enrollment plan may be admitted to the College to pursue a course or courses consistent with their graduating from high school and the meeting of State Board of Education Regulations relative to classification of high school attendance. To qualify for such a dual enrollment, each student must have at least a "B" grade point average, and be recommended for such enrollment by the director of counseling and the principal of the school. No college credit will be granted until high school graduation has occurred.

Legal reference: SBE 6A-8.62

Policy adopted: June 20, 1972

September 30, 1974

Mr. Charles E. Ramsdell
Curriculum Coordinator
8000 N. W. 43rd Place
Sunrise, Florida 33313

Dear Mr. Ramsdell:

Thank you for your memorandum regarding the dual enrollment of Gifted students at Piper High School. We have had numerous discussions at Broward Community College regarding the dual enrollment and early admission policies. Our dual enrollment policy is as follows:

> Superior high school students who have demonstrated their ability by excelling in their work, under a dual enrollment plan may be admitted to the College to pursue a course or courses consistent with the graduating from high school and the meeting of State Board of Education Regulations relative to classification of high school attendance. To qualify for such a dual enrollment, each student must have at least a "B" grade point average, and be recommended for such enrollment by the director of counseling and the principal of the school. No college credit will be granted until high school graduation has occurred.

It is my understanding that the limitation of dual enrollment policy requiring students to be within three credits of graduation is the policy of the Broward County School Board, not Broward Community College. I am sure that Mr. Rose has visited with you regarding this particular situation and has worked out a satisfactory arrangement.

Dr. Skalny is scheduled to meet with me on September 30th, to discuss the Gifted Student Programs in Broward County, and Broward Community College's possible relationships to these programs. In addition, I am planning to meet with Mr. Mosser to discuss other materials related to early admissions and dual enrollment.

Be assured I applaud your efforts to provide sound education programs for the Gifted and hope we can assist you in your efforts.

Sincerely,

David A Groth
David A. Groth

MEMORANDUM

TO: Dr. Fred Skalny

Date: November 18, 1974

FROM: Frances Brown

RE: Broward Community College Central Campus Library

I. LIBRARY HOURS:

Monday - Thursday	7:00 A.M. - 9:45 P.M.
Friday	7:00 A.M. - 5:00 P.M.
Sunday	2:00 P.M. - 6:00 P.M.

STUDENTS FROM OTHER SCHOOLS ARE WELCOME IN THE LIBRARY AFTER 1:30 P.M.

II. DAYS WHEN LIBRARY WOULD NOT BE AVAILABLE:

Thanksgiving Holiday	November 28-29
Term I. Final Exams	December 13-19
Library open from 8:00 A.M. - 4:00 P.M.	December 20th
Christmas Vacation	December 23-January 5
Term II. Library orientation	January 13-20
Holiday	February 17
Easter vacation	March 27-28
Term II. Final Exams	April 24-30
Library open from 8:00 A.M.-4:00 P.M.	May 1 and 2
Holiday	May 26
Term IIIA . Final Exams	June 17

III. SPECIAL SERVICES AVAILABLE:

1. Brief lesson on differences between school and college libraries.

2. Technical and professional journals not available in other county libraries.

3. Collection strengths:

   Art
   Biographical reference materials
   Criminal justice
   Foreign language dictionaries
   Literary criticism
   World War II

- TEACHERS OF THE GIFTED - PLEASE NOTE !!!!!!!!!!!!!!!!

The Broward Community College Central Campus Library welcomes visitations, use of facilities and special services for our gifted students (K-12). The enclosed schedule has been prepared for your assistance in planning library trips.

Visitation requests should be directed to Ms. Frances Brown, Director of Library Services, BCC Central, 581-8700 at least two weeks in advance.

I. LIBRARY HOURS:

Monday - Thursday	7:00 A.M. - 9:45 P.M.
Friday	7:00 A.M. - 5:00 P.M.
Sunday	2:00 P.M. - 6:00 P.M.

STUDENTS FROM OTHER SCHOOLS ARE WELCOME IN THE LIBRARY AFTER 1:30 P.M.

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III. SPECIAL SERVICES AVAILABLE:

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2. Technical and professional journals not available in other county libraries.

3. Collection strengths:

   Art
   Biographical reference materials
   Criminal justice
   Foreign language dictionaries
   Literary criticism
   World War II

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

EXCEPTIONAL CHILD CENTER
Joel L. Keiter, Director
425 Southwest 28 Street
Fort Lauderdale, Florida 33315
305/765 6667

January 29, 1975

Mrs. Carol Findley
Coordinator, High School/College Articulation
Broward Community College
Central Campus
3501 S.W. Davie Road
Fort Lauderdale, Florida 33314

Dear Carol:

We have discussed several proposals involving a cooperative effort between BCC and The Broward County School System. Further discussion with Exceptional Child Staff, School Administrators and parents suggest two primary areas of concentration:

1. Parent education programs offered for noncredit at BCC in the areas of Gifted and Specific Learning Disabilities.
2. Participation in The Whole Earth Arts Festival.

Specific proposals are attached for your review. Thank you for your continuing cooperation with the Broward County Schools, Exceptional Youth Programs.

Sincerely,

Fred

Frederic Skalny, Ph.D.
Coordinator, Gifted and Specific
Learning Disabilities Programs

FS/aim
Attachments

cc: Dr. Drainer, Superintendent
Mr. L. Walden, Instructional Services
Mr. J. Keiter, Director, Exceptional Child Center
Dr. G. [illegible]ng, Vice President, Student Dev., BCC
Dr. D. Groth, Vice President, Academic Affairs

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

EXCEPTIONAL CHILD CENTER

PROGRAM PROPOSAL #1

AREA:

Parent Education: A noncredit course offering for parents who have gifted children.

RATIONALE:

The need for this basic parent education course was determined through a survey conducted by a sample of teachers of Gifted Programs in Broward County. It is estimated that a minimum of 60 parents would register for the course.

COURSE OBJECTIVE:

The primary aims of the course should be to promote a comprehensive understanding of the unique characteristics of gifted youth and to relate these features to concrete recommendations for how parents can more appropriately meet their child's needs in the home environment. Emphasis should also be directed to dealing with specific parent concerns and/or counseling.

INSTRUCTORS:

It is recommended that a team approach be used which includes Broward Community College Instructional Staff, Broward Community College Counseling Service Staff and School Board of Broward County teachers of Gifted Programs.

LOCATION:

Broward Community College Central Campus

TIME:

Recommend one 3 hour evening session, per week for a minimum of 5 weeks.

NUMBER OF REGISTRANTS:

Initially, maximum registrants should be restricted to 20 parents. The small enrollment is recommended to insure appropriate program planning and the delivery of the required services.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

EXCEPTIONAL CHILD CENTER

PROGRAM PROPOSAL #2

AREA:

Parent Education: A noncredit course offering for parents who have Specific Learning Disabled children.

The course would follow the basic format proposed for the Gifted Parent Education Program with the exception of emphasis on the unique learning disabilities and home management procedures of the Specific Learning Disabled child.

PANEL SPEAKER:

Carol Findley, M.A., Ed. S.
Director of Articulation,
Broward Community College
Office of Articulation
Bldg. N, Room 221
3501 S. W. Davie Road
Fort Lauderdale, Florida 33314

AREA OF PRESENTATION:

Gifted Education

PRESENTATION TOPIC:

MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS:
An Inter-institutional Project of Broward Community College
and the School Board of Broward County, Florida

SUBMISSION DATE:

May 13, 1974

MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS: AN INTER-INSTITUTIONAL PROJECT OF BROWARD COMMUNITY COLLEGE AND THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA.

INTRODUCTION: The Mini Programs for the Gifted project is submitted for review as a 1½ hour panel presentation. The presentation would include a comprehensive discussion of the program components, evaluation data, and audio and visual supplements. It is assumed that the information presented would evoke considerable audience discussion relevant to programming "special projects" for Gifted students primarily at the middle and high school level.

PROGRAM SUMMARY: A series of seven mini programs were developed for Gifted students through a cooperative effort by staff from the Broward Community College and the School Board of Broward County, Florida. The project was an initial attempt to provide a diverse and systematically defined inter-institutional approach to enhancing the cognitive and affective domains of Gifted students. The aim of the project was to determine the effectiveness of the Program with the intention of expansion for the 1974-75 school year.

An original group of forty middle school students participated in the project. The students had been identified as Gifted by the County School Board Special Services staff under the supervision of a school psychologist.

The data to be reported in this presentation relates to the effectiveness of the seven mini programs based on information collected on a sample of twenty students matched for sex and I.Q. The data was analysed or evaluated according to pre and post project test scores, descriptions based on student questionnaires related to specific project areas, and parent questionnaires.

The mini projects included: 1) Astronomy (Planetarium), 2) Learning Resources, 3) Library, 4) Art, 5) Psychology, 6) Self-concept ("Getting-To-Know-You"), 7) Mass Communications (Data Systems/Publications). Each project was offered once to the entire group of students during an intensive three hour time block. Six of the projects were held on the Broward Community College campus, and one, the Self-concept project, was held in the participating middle school.

Initial evaluation of data substantially indicates that 1) the project was an effective vehicle for enhancing cognitive and affective characteristics of the gifted based on pre-post test gain scores, student descriptive responses and parent evaluation; 2) student and parent motivation and desire to continue and expand the program; 3) interest among other middle schools in the county to participate during the 1974-75 school year; 4) continuation of inter-institutional support. Certain problem areas were identified and will be discussed. The primary problem areas center on staff availability, time allocations and selection of additional areas of concentration.

October 30, 1974

Ms. Carol Findley
Director of Articulation
Broward Community College
Office of Articulation
BLDG. N, Room 221
3501 S.W. Davie Road
Ft. Lauderdale, FLA. 33314

Dear Ms. Findley,

Final decisions are now being made concerning The Association for the Gifted program in Los Angeles on Tuesday, April 22, 1975. Because of your expertise in gifted education and your expressed interest in being a session participant, we are asking you to be a part of the program.

Specifically, your role will be to serve as a panelist in a session entitled, "Elements of Enrichment: A Potpourri of Program Ideas"... It is scheduled for Tuesday, April 22, 1975, from 1:45 to 4:45 pm. The purposesof this long and important session are:... first, to give each participant the opportunity to share, in ten to fifteen minutes, an essential idea about gifted education; and second, to allow all of the chosen participants the opportunity to interact so as to create new ideas. This is a new concept in programming and we sincerely hope that you will come to Los Angeles and share your ideas. Your original program proposal, "Mini Programs for Middle School Gifted Students", encompasses concepts that need to be handled. You are certainly invited to ask Mr. Frederic Skalny to accompany you, remembering that the total presentation time is ten to fifteen minutes.
We feel that by compressing the essence of many fine programs together that the audience will receive the best possible program ideas.

We have grouped together individuals with expertise in a particular thematic area so as to maximize the intensity of each session. After the call-for-papers, we found that in some areas we had many people wanting to give sessions, while in other areas, there were none. Rather than choose just one from among the many, we have devised this panel approach. In the areas where no papers were received, we have actively recruited panels of experts. We hope that this arrangement will allow us to involve the maximum number of people for constructive interaction, thereby providing the best possible program for those attending the sessions.

Attached is a list of individuals (and their addresses) who will be involved in the session with you. Please contact them as soon as possible to share ideas and to become better acquainted. It is imperative that this interaction be initiated well before April so that you will understand one another's concepts and approaches. In this way, you'll be able to present essential ideas in an organized and interlocking manner and, with a little brainstorming, possibly create some new ideas.As you share materials and ideas, please send us copies so that we may keep up with the evolving session.

Neither C. E. C. nor T. A. G. are able to pay travel expenses (or any other expenses) so please work through your employing agency for financial assistance, if needed. If your plans are such that you will not be able to participate, please let us know that by November 15th. If you will be able to participate, it is essential that we receive the enclosed forms from you by November 15th. (Our deadline is based on the C. E. C. deadlines, so please be prompt.) One of the forms to be returned is a request for A-V equipment. If you have already indicated your A-V needs to us earlier, please reassess them, remembering how long your session will be and how many other people will be in the session with you. The most important factor is that you share your most essential ideas and that you interact with others in your session and in the audience.

Experience and a recent C. E. C. questionnaire show that what people want at the conventions is first, to have the opportunity to "shop" for ideas by attending many short, diverse sessions and to hear about a variety of topics from many different people, and second, to attend sessions that are "demonstrations, workshops, and other sessions allowing for interaction". (From C. E. C. Questionnaire) In fact, 97% of those attending felt this need, so in planning, keep this in mind. Obviously, many of the sessions have a very limited amount of time and many people involved. We encourage you to make your contributions precise, pragmatic, and fast-moving. To supplement what you share verbally, please have duplicated handouts for the audience to take home with them. (We would appreciate your sending us copies as soon as they are developed.)

This year's T. A. G. program will be very exciting. We've invited some of the long-standing pros and some of the newer-comers to the field. We've invited people from throughout the United States and from abroad. The program will be well-balanced in content, in levels of sophistication, and in levels of needs. The whole program, of course, depends on those making presentations in the sessions. If you can join us, it'll be just that much better.

Sincerely,

Kay Bruch

Dr. Catherine B. Bruch
Program Chairman
President Elect, T. A. G.

Jim Curry

Jim Curry
Assistant to the Program Chairman
Student Representative, T. A. G.

Dr. Catherine B. Bruch
185 Tuxedo Road
Athens, Georgia 30601

Session Leader: Ms. Isabelle P. Rucker
Director of Special Programs for the Gifted
State Department of Education
Gifted Education
Richmond, Virginia 23216

Session Participants: Ms. June Allen
Coordinator of the Arts
Montgomery County Department of Recreation
6400 Democracy Boulevard, First Floor
Bethesda, Maryland 20034

Mr. Richard W. Erdman
Colonel Northampton Intermediate Unit Number 20
106 South Main Street
Nazareth, Pennsylvania 18064

Ms. Roberta Feldman
Supervisor, Gifted and Talented Program
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, Pennsylvania 15212

Ms. Carol Findley
Director of Articulation
Broward Community College
Office of Articulation
Building N, Room 221
3501 Southwest Davie Road
Fort Lauderdale, Florida 33314

Dr. N.H. Fruge
Assistant Dean, College of Education and Psychology
Southern Street, Box 326
University of Southern Mississippi
Hattiesburg, Mississippi 39401

Ms. Alva M. Fuller
475 Northeast 8th Avenue
Deerfield Beach, Florida 33441

Ms. Charlotte Hoffman
Reimbursement Director
Muldoon Special Services
121 South Stanley Street
Rockford, Illinois 61102

Mrs. Louise Roslund
Coordinator, Elementary Academically Talented Program
Shaw and Locus Street
McKeesport, Pennsylvania 15132

Session Participants: Dr. Linda Reese
413 West Delaware
Tahlequah, Oklahoma 74464

Mrs. Connie Shea
Robert Shaw Center
Scottsdale, Georgia 30079

FORM 2

357

DIVISIONS - LOS ANGELES CONVENTION

April 20,21,22, 1975 Preconvention Meeting

Association for the Gifted (TAG) DIVISION
(Name)

To be completed by Division Program Chairm
in cooperation with Session Leader
Xerox 3 copies - Send one copy to
CEC Headquarters
1920 Association Drive
Reston, Va. 22091
Retain one copy for Program Chairman's fil
Forward one copy to Session Leader

Deadline for submitting this copy Decembe
1974

Type or print the following information. This will be the printer's manuscript copy for the professional program

CEC Office Use Only

DIVISION ____________

DIVISION MEETING NO. ____________

Sunday, Monday, Tuesday only.

Room and Hotel/Center ____________
(to be assigned

TIME 1:45 PM to 4:45 PM

DATE Tuesday, April 22nd, 1975

TITLE OF MEETING "Elements of Enrichment: A Potpourri of Program Ideas"

PARTICIPANT
SESSION XXXXXX Carol Findley

Job Title Director of Articulation

Employing Agency Broward Community College

Business Address 3501 Southwest Davie Road
Fort Lauderdale, Florida 33314
Zip

Phone 305-581-8700, Ext. 264
Area Code

✓ NOTE: COMPLETE THIS FORM AND RETURN IT WITH TWO ADDITIONAL XEROXED COPIES BY NOVEMBER 15th. DO NOT MAIL THEM TO CEC. WE WILL MAIL THEM. Return this sheet to Dr. Catherine Bruch.

DEADLINE DECEMBER 1, 1974

✓ NOTE: IF YOU ARE A SESSION PARTICIPANT RATHER THAN A SESSION LEADER, PLEASE CROSS OUT "LEADER" AND WRITE "PARTICIPANT". PLEASE FILL OUT ALL REQUESTED INFORMATION, USING THE TIME, DATE, AND TITLE OF MEETING USED IN YOUR ACCEPTANCE LETTER.

FORM 3

MEETING ROOM NEEDS

(To be compiled and submitted by Program Chairman in cooperation with Session ~~XXXXXX~~ particip)

Date April 22, 1975

Time 1:45 PM to 4:45 PM Room & Hotel

Title of Presentation "Mini Programs for Middle School Gifted Students: An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida".

Session /~~xxxxx~~ participant Carol Findley

The following items and room arrangements will be provided for your meeting.

Room Arrangements

1. Speakers Table
2. Lectern
3. Microphone (if room size indicates it is necessary)
4. Auditorium (theater) style seating

If you need different room arrangements and items mentioned above, please describe below and attach a diagram indicating placement of chairs, tables, and equipment. PLEASE NOTE: While every effort will be made to accommodate your requests, we invite your understanding should it not be possible to do so. Do plan to review your meeting room setup and make the necessary adaptations to your presentations at least 20 minutes in advance of your meeting.

Description: Physical facilities which will accomodate a ten to 12 minute synchronized slide tape presentation.

Audiovisual Equipment

Since equipment rental is expensive and union audiovisual projectionist regulations are such that considerable additional expense will be incurred please encourage your participants to provide as much of their own equipment as is possible. The following equipment only will be provided. (Should you have need for videotape projectors and monitors and other such items, please note, that these requests cannot be accommodated.)

Please check only if you definitely plan to use:

_____ Opaque projector
_____ Overhead projector
_____ Standard Carousel
_____ Audio tape recorder
_____ Technician _____________ (only if CEC is to provide)
__X__ Screen

_____ Cassette Audio Tape
_____ 16 mm Movie projector
_____ 8 mm Movie projector
_____ Easel
_____ Chalkboard
_____ Display Table
__X__ Extension cord, etc.

(Requests for equipment after DEC ~~[illegible]~~ 1 cannot be accommodated)

✓NOTE: RETURN TO DR. CATHERINE B. BRUCH BY NOVEMBER 15th.

Approved ____________________
Division President

COMMONWEALTH OF VIRGINIA

STATE DEPARTMENT OF EDUCATION
RICHMOND 23216

November 14, 1974

MEMORANDUM

TO:
Ms. June Allen
Mr. Richard W. Erdman
Ms. Roberta Feldman
Ms. Carol Findley
Dr. N. H. Fruge
Ms. Alva M. Fuller
Ms. Charlotte Hoffman
Mrs. Louise Roslund
Dr. Linda Reese
Mrs. Connie Shea

FROM: IPR Isabelle P. Rucker, Session Leader, "Enrichment Programs: A Potpourri of Ideas": April 22, 1975

Good morning! I assume that you received this week certain information concerning our session at the Association for the Gifted Convention to be held in Los Angeles. As session leader, I take this means to introduce myself even though I have an aversion to form letters! In the name of expediency, however, I hope that you will accept this communication as sincere -- and personal.

Since the deadline date of November 15 is upon us, I have taken the liberty to second-guess your equipment needs as noted on the enclosed Xerox copy. If I have not included your needs for your presentation, please advise me by telephone (804/770-3317) or, after hours, at home (804/271-1113) before November 22. Remember, in making your request, that each panel member has approximately 10 minutes to present his idea!

As noted in the cover letter from Dr. Bruch and Mr. Curry, hand-outs and other materials describing creative ideas are desired. I ask, therefore, that each of you send to me the following:

1. Title of your particular discussion

2. Description of the project or idea -- please be as specific as possible by including grade

levels for which the project is appropriate, organizational pattern suggested, kinds of materials needed, etc.

3. A copy of your hand-out.

In order to facilitate your response, I am enclosing a form which you may want to use. Please let me have this information no later than January 15, 1975. I will then assemble a packet for our session and send it to CEC Headquarters.

In order to prepare for my part in introducing you, I would very much appreciate having a vita on each member of the panel. You may send this along with the information requested above.

Indeed, I look forward to meeting each of you and I have high anticipation that you will make this session a most productive and interesting one for all. Do have a happy Thanksgiving Holiday.

Sincerely,

Isabelle P. Rucker, Director
Special Programs for the Gifted

IPR:cjc

Enclosure

ASSOCIATION FOR THE GIFTED CONVENTION

Los Angeles, California
April 22, 1975

SESSION: "Enrichment Programs: A Potpourri of Ideas"

TIME: 1:45 p.m. - 4:15 p.m.

PLACE: Not yet announced

NAME OF PANEL MEMBER: Carol Findley

ADDRESS (if different from that noted by Bruch and Curry)

TELEPHONE NUMBER: 305 - 781-9978

OFFICE 305 (Area) 581-8700, Ext. 264 (Number) HOME 305 - 781-9978 (Area) (Number)

TITLE OF PRESENTATION: MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS: AN INTER-INSTITUTIONAL PROJECT OF BCC AND THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA.

DESCRIPTION OF PRESENTATION: (100 words or less, if possible)

Carol Findley, Director of Articulation, Broward Community College, will outline the inception of the program, procedures, objectives and ultimate results of the experimental Gifted Child Mini Program conducted at BCC. The mini projects included: 1) Astronomy (Planetarium), 2) Learning Resources, 3) Library, 4) Art, 5) Psychology, 6) Self-concept ("Getting-To-Know-You"), 7) Mass Communications (Data Systems/Publications). Each project was offered once to the entire group of students during an intensive three-hour time block. Six of the projects were held on the Broward Community College campus, and one, the Self-concept project, was held in the participating middle school. This will be accompanied by a synchronized tape-slide presentation and printed support materials.

COMMENTS:

DATE January 9, 1975

Carol Findley
Signature

FORM 2

362

DIVISIONS - LOS ANGELES CONVENTION

April 20,21,(22), 1975 Preconvention Meeting

Association for the Gifted DIVISION
(Name)

To be completed by Division Program Chairm
in cooperation with Session Leader
Xerox 3 copies - Send one copy to
CEC Headquarters
1920 Association Drive
Reston, Va. 22091
Retain one copy for Program Chairman's fi
Forward one copy to Session Leader

Deadline for submitting this copy December
1974

Type or print the following information. This will be the printer's manuscript copy for the professional program

CEC Office Use Only

DIVISION ____________

DIVISION MEETING NO. ____________

Sunday, Monday, Tuesday only.

Room and Hotel/Center ____________
(to be assigned

TIME 1:45 p.m. - 4:15 p.m. DATE April 22, 1975

TITLE OF MEETING "Elements of Enrichment: A Potpourri of Ideas"

SESSION LEADER Isabelle P. Rucker

Job Title Director of Special Programs for the Gifted

Employing Agency State Department of Education

Business Address P. O. Box 6-Q

Richmond, Virginia 23216
Zip

Phone 804/770-3317
Area Code

NOTE: COMPLETE THIS FORM AND RETURN IT WITH TWO ADDITIONAL XEROXED COPIES BY NOVEMBER 15th. DO NOT MAIL THEM TO CEC. WE WILL MAIL THEM. Return this sheet to Dr. Catherine Bruch.

DEADLINE DECEMBER , 1974

185 Tuxedo Road
Athens Ga. 30601

NOTE: IF YOU ARE A SESSION PARTICIPANT RATHER THAN A SESSION LEADER, PLEASE CROSS OUT "LEADER" AND WRITE "PARTICIPANT". PLEASE FILL OUT ALL REQUESTED INFORMATION, USING THE TIME, DATE, AND TITLE OF MEETING USED IN YOUR ACCEPTANCE LETTER.

FORM 3

363

MEETING ROOM NEEDS

(To be compiled and submitted by Program Chairman in cooperation with Session Leader)

Date April 22, 1975

Time 1:45 p.m. - 4:15 p.m. Room & Hotel ____________________

Title of Presentation "Elements of Enrichment: A Potpourri of Program Ideas"

Session Leader Isabelle P. Rucker

The following items and room arrangements will be provided for your meeting.

Room Arrangements

1. Speakers Table
2. Lectern
3. Microphone (if room size indicates it is necessary)
4. Auditorium (theater) style seating

If you need different room arrangements and items mentioned above, please describe below and attach a diagram indicating placement of chairs, tables, and equipment. PLEASE NOTE: While every effort will be made to accommodate your requests, we invite your understanding should it not be possible to do so. Do plan to review your meeting room setup and make the necessary adaptations to your presentations at least 20 minutes in advance of your meeting.

Description: At the speakers table, a long table and 11 chairs for the session participants. Five portable microphones would be most helpful.

Audiovisual Equipment

Since equipment rental is expensive and union audiovisual projectionist regulations are such that considerable additional expense will be incurred please encourage your participants to provide as much of their own equipment as is possible. The following equipment only will be provided. (Should you have need for videotape projectors and monitors and other such items, please note, that these requests cannot be accommodated.)

Please check only if you definitely plan to use:

___ Opaque projector
X Overhead projector
X Standard Carousel
___ Audio tape recorder
___ Technician ____________ (only if CEC is to provide)
X Screen

___ Cassette Audio Tape
X 16 mm Movie projector
___ 8 mm Movie projector
X Easel
X Chalkboard
X Display Table
X Extension cord, etc.

(Requests for equipment after Dec. 1 cannot be accommodated)

NOTE: RETURN TO DR. CATHERINE B. BRUCH BY NOVEMBER 15th.

Approved ____________________
Division President

379

MEMORANDUM

TO: Session Leader and Participants
Elements of Enrichment Session
TAG Division, CEC

FROM: Carol Findley, M.A.,Ed.S.
Director of Articulation
Broward Community College
Office of Articulation
Bldg. N, Room 221
3501 S. W. Davie Road
Fort Lauderdale, Florida 33314
AC 305/581-8700, Ext. 264/265

DATE: November 26, 1974

RE: PRESENTATION TOPIC: Mini Programs for Middle School Gifted Students: An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida

A series of seven mini programs were developed for Gifted students through a cooperative effort by staff from the Broward Community College and the School Board of Broward County, Florida. The mini projects included: 1) Astronomy (Planetarium), 2) Learning Resources, 3) Library, 4) Art, 5) Psychology, 6) Self-concept ("Getting-To-Know-You"), 7) Mass Communications (Data Systems/Publications). Each project was offered once to the entire group of students during an intensive three-hour time block. Six of the projects were held on the Broward Community College campus, and one, the Self-concept project, was held in the participating middle school. The project was an initial attempt to provide a diverse and systematically defined inter-institutional approach to enhancing the cognitive and affective domains of Gifted students. The aim of the project was to determine the effectiveness of the program with the intention of expansion for the 1974-75 school year.

Excerpts of the mini programs will be presented in the form of a ten minute synchronized tape-slide program along with a brief discussion and materials.

CF:ym

MEMORANDUM

TO: Isabelle P. Rucker, Section Leader

FROM: Carol Findley, Broward Community College

DATE: January 10, 1975

SUBJECT: "ELEMENTS OF ENRICHMENT: A POTPOURRI OF IDEAS": APRIL 22, 1975.

Enclosed please find title of my particular discussion in the above program, along with the description of the Gifted child project, and a copy of the text of the handout which will be in the form of a brochure entitled, "Mini Programs for Gifted Students".

Attached also is the vita which you recommended.

CF:ym

encs: (3)

MEMORANDUM

TO: Section Leaders and Participants
Elements of Enrichment Section,
TAG Division, C.E.C.

FROM: Carol Findley, Coordinator of Articulation
Broward Community College,
Office of Articulation
Building 07, Room 221
3501 Southwest Davie Road
Fort Lauderdale, Florida 33314

DATE: January 23, 1975

RE: PRESENTATION TOPIC: MINI PROGRAMS FOR MIDDLE SCHOOL GIFTED STUDENTS: An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida.

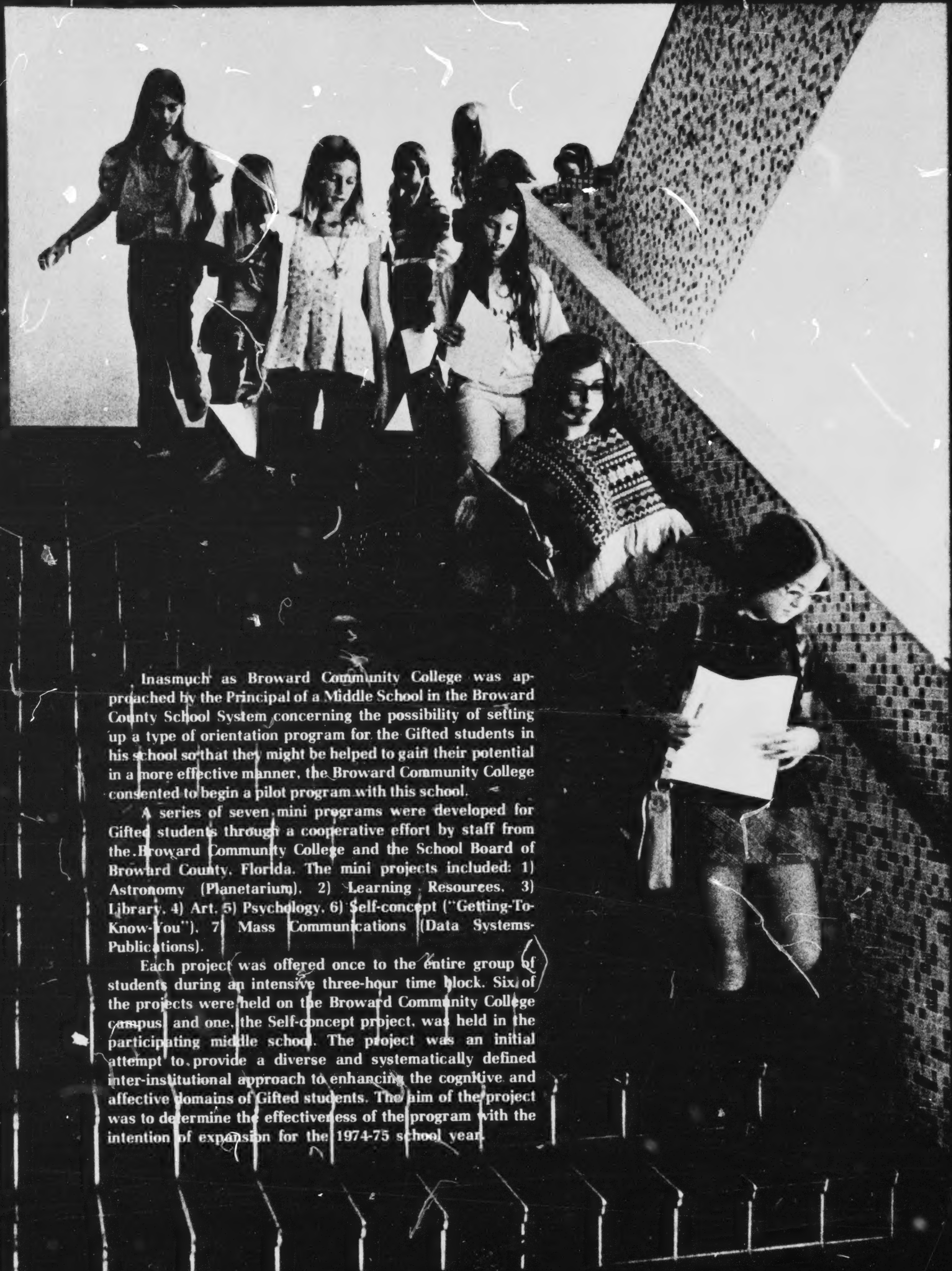
I have received correspondence from many of you and find your proposed presentations very interesting and most informative.

Recently, I completed the brochure to be used as handouts during our presentation on April 22, 1975. This is a brief overview of my topic and perhaps will amplify the preceding data or information which you received earlier.

CF:ym
enclosure

mini Programs for Gifted Students

An Inter-institutional Project of
Broward Community College and
the School Board of Broward County, Florida.



Inasmuch as Broward Community College was approached by the Principal of a Middle School in the Broward County School System concerning the possibility of setting up a type of orientation program for the Gifted students in his school so that they might be helped to gain their potential in a more effective manner, the Broward Community College consented to begin a pilot program with this school.

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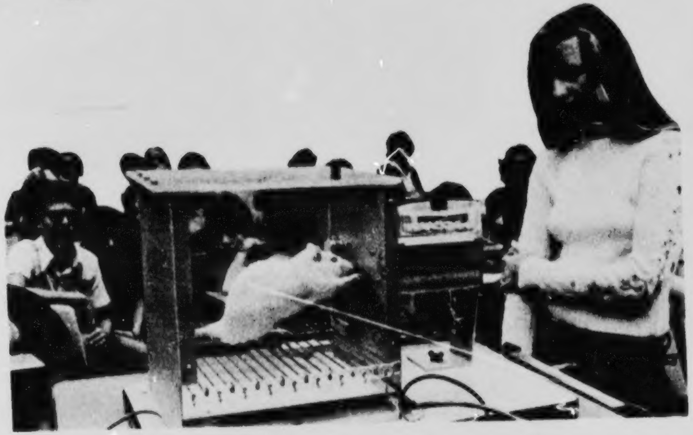
PSYCHOLOGY



Actually feeding a trained rat in order to have him perform a task made the ideas of conditioning, reinforcing, and Skinner boxes viable concepts for the students. The visit to the psychology lab was preceded by a hand-out which familiarized the students with the vocabulary and concepts. They saw the "home cages" first, then the lab where the experiments in training are conducted. Explanations were given for how the animals are trained and why animals are used ("we can control their environment").

The birth of stars, the formation of the earth, and the

ART

Shape and form came alive for the students as they created abstract and-or realistic designs with simple objects exposed on blueprint paper, the third part of the Art program. Prefacing this activity was a visit through the art gallery, featuring BCC students' works, and a slide presentation on shapes and forms — abstract and realistic, natural and man-made. An in-depth slide presentation on types of art followed the activity.

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ASTRONOMY

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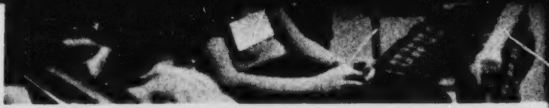

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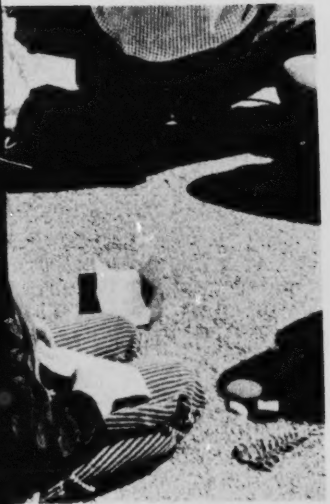
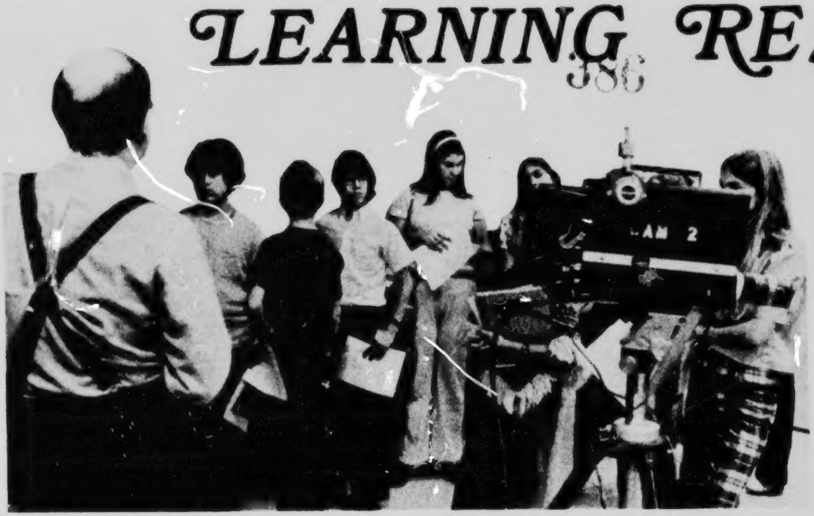
LIBRARY

After a brief introductory session, the students actively explored the BCC library's book and magazine sections. Stress was placed on the personalized nature of each library and on how libraries cooperatively aid students through open use policy and inter-library loans. The librarian from the middle school accompanied the students so she also found out about the college's availability.

LEARNING RESOURCES





LF CONCEPT

Going from sitting in front of the TV to being on the screen, was part of the Learning Resources program. Students were briefed on how video taping is achieved, then each student appeared before the camera and a few minutes later saw the tape played back. Still photography and darkroom work were also participatory activities, and ones in which the students revealed surprising expertise. A display of antique cameras interested them. Final feature of the visit was the language lab where each student recorded his voice.

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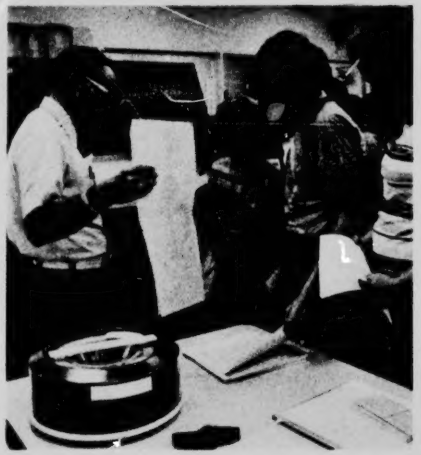

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MASS COMMUNICATIONS

Mrs. Carol Findley (Coordinator of High School-College Articulation, Broward Community College) discusses the gifted students program with, *left*, Mr. David Howard, (Gifted Child Instructor, Olsen Middle School Gifted Program), *center*, Mr. J.W. Davidson (Principal, Olsen Middle School), and *right*, Fred Skalny, Ph.D. (County Coordinator, Programs for the Gifted).

Effectiveness of the seven mini programs was evaluated on the basis of data collected on twenty of the forty participating middle school gifted students. The original group was to be selected and matched for sex and I.Q.; however, the twenty finally used in the experiment were those who were not absent from any of the programs. The only exception was with the Self-concept Program where anonymousness was essential, necessitating the use of data on all forty students.

Initial evaluation of data substantially indicates that 1) the project was an effective vehicle for enhancing cognitive and affective characteristics of the gifted based on pre-post test gain scores, student descriptive responses and parent evaluation; 2) students and parents wish to continue and to expand the program; 3) other middle schools in the county are interested in participating during the 1974-75 school year; and 4) inter-institutional support will continue. The primary problem areas center on staff availability, time allocations and selection of additional areas of concentration.

For further information, c
Carol Findley
Coordinator of High School
Articulation
Broward Community Coll
3501 Davie Road
Ft. Lauderdale, Florida 3

mini Programs for Gifted Students

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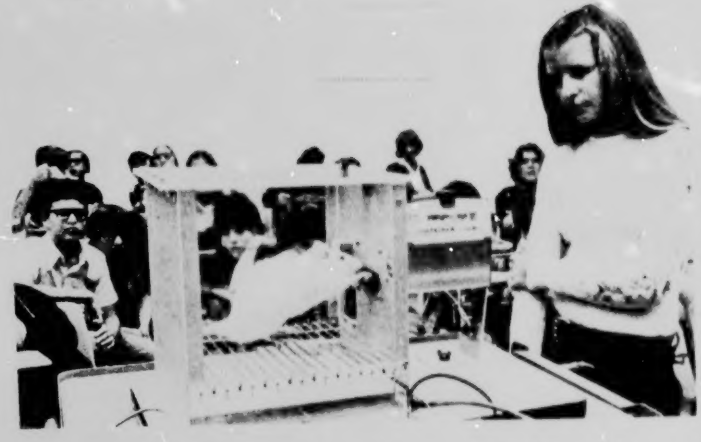

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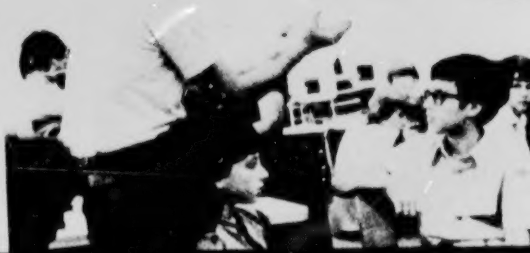

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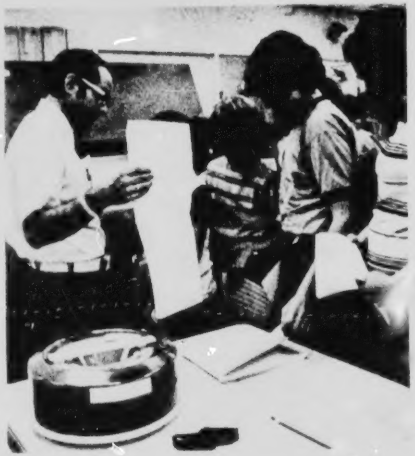

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For further information, co
Carol Findley
Coordinator of High School
Articulation
Broward Community Colle
3501 Davie Road
Ft. Lauderdale, Florida 33

Linda Reese
413 West Delaware
Tahlequah, Oklahoma 74464
1-918-4564445
November 15, 1974

To: Session Leader and Participants
Elements of Enrichment Session
TAG Division, CEC

Dear Fellow Planners,

I received a letter describing our contribution to the TAG division in April. So, as per instructions from Dr. Bruch, I am contacting all of you (en masse at first) to explain my project and some of the interests I have for the Gifted. My project is entitled "Camping for the Gifted Child" and I will show a very few slides of the camp and an original movie made by the children at camp. My main thrust at camp and for the Gifted in general is toward the productive use of local community resources to provide varied and valuable experiential activities. Of course this is not to ignore many fine classroom programs of a national or commercial source, but it does offer a very pragmatic source of situations and people from which to draw. I am in a rural community with a small college so the resources to be drawn on in my area will differ, as might be expected, from a metropolitan area. I am interested in hearing your ideas and in sharing more that I have, so please write when youhave time.

Thanks,

Linda Reese
Linda Reese

ALLEGHENY INTERMEDIATE UNIT

Suite 1300 · Two Allegheny Center · Pittsburgh, Pa. 15212
(Area Code 412) 321-5700

Exceptional Children's Program

TO: "Partners in Potpourri"

FROM: Roberta Feldman

SUBJECT: Los Angeles - CEC Convention TAG Division

"Operation Bionic Machine" will be the project presented by Roberta Feldman for her staff representing the Allegheny Intermediate Units' Gifted Program (G.A.T.E.).

Exploring the area of Bionic Man a student media package will be presented. Introductory slides taken by some of our 775 gifted students in grades 1 through 4 will be shown. Other media will include a brief movie, dioramas, models, and the Bionic Man. Tapping community resources, doctors, members of our Central Blood Bank, parents, electricians, as well as a few experts from our local universities,helped the G.A.T.E. students develop a working Bionic Man. These students living in the suburbs surrounding Pittsburgh are eager, willing, and enthusiastic learners.

Looking forward to meeting and corresponding with you.

RF/sdm

UNIVERSITY OF SOUTHERN MISSISSIPPI

Southern Station Box 326
(601) 266-7146
November 21, 1974

TO: Session Leader and Participants
Elements of Enrichment Session
TAG Division, CEC

FROM: N. H. Fruge' N. H. Fruge'

RE: "Enrichment Programs: A Potpourri of Ideas"

My presentation will be centered around the development and implementation of the Summer Enrichment Program held on the University of Southern Mississippi campus during the summer of 1974. The program involved thirty-five seventh and eighth graders from surrounding public schools who had displayed outstanding potential in one or more of the following areas: (1) general intellectual ability; (2) specific academic aptitude; (3) creative or productive thinking; (4) leadership ability; (5) visual and performing arts; and (6) psychomotor ability.

Emphasis was placed on career orientation and enrichment of aptitude and/or interest areas of the participants. The curriculum featuring combinations of structured and optional activities was well suited to the population. The program served as a prototype to programs being developed by school systems within the State of Mississippi.

A brief slide presentation will accompany the narrative.

NHF:sm

HAROLD TURNER
DIRECTOR

JAMES H. HINSON, JR
SUPERINTENDENT

DeKalb County School System

DEPARTMENT OF SPECIAL EDUCATION
THE ROBERT SHAW CENTER
385 GLENDALE ROAD
SCOTTDALE, GEORGIA 30079

MEMORANDUM:

TO: SESSION LEADER AND PARTICIPANTS
"ENRICHMENT PROGRAMS: A POTPOURRI OF IDEAS"

FROM: CONNIE SHEA AND DALE CABANISS

DATE: NOVEMBER 27, 1974

REFERENCE: ELEMENTARY HONORS PROGRAM

The purpose of the program is to provide elementary gifted students with an opportunity to participate in enriched educational experiences which are not usually made available during the course of the regular school year.

The curriculum is designed to allow a young person who evidences the necessary emotional and social maturity for self-discipline and independent study to pursue, in depth, a chosen educational interest. For Summer, 1974, each student selected two areas of study and recreation during the span of a single, two week session. There was opportunity for involvement in music (composition or instrumental); a wide variety of art experiences including macrame, creative stitchery, painting, etching or pottery; photography; dance (an exploratory survey of techniques, notation, choreography, staging, costuming); or drama.

Other curriculum areas included typing; individual and team sports; social studies focusing on today's social, political and economic concerns; foreign languages (Spanish, French, German); and language arts (creative writing, public speaking, poetry, reading seminars). In the area of science were offerings which allowed students, through lab and field work, to explore astronomy, biology, botany or zoology.

Learning experiences were guided by master teachers drawn from DeKalb's elementary and secondary schools, the Community College, and Fernbank Science Center, as well as outstanding resource people from the metropolitan community.

School personnel nominated rising 5th, 6th, 7th and 8th grade gifted and talented students. Tuition was $20.00 for each two week session or $60.00 in entirety. Fourteen hundred students were enrolled in the honors program.

Dale Cabaniss and Connie Shea would like to demonstrate their program and its effectiveness with a visual presentation, pamphlets, comparison of the 1974 and 1975 Elementary Honors Programs, and a question and answer session.

STREET 70
TOURING TROUPE

Department of Recreation
530-8017

GARDEZ BIEN

MONTGOMERY COUNTY, MARYLAND
6400 DEMOCRACY BOULEVARD, FIRST FLOOR, BETHESDA, MARYLAND 20034

December 27, 1974

Dear Fellow Planners:

I am looking forward to sharing program experiences with you all.

During the past two years the Montgomery County Public Schools have funded an innovative curriculum project at an elementary school in Potomac, Maryland. The project has developed activities from theatre techniques to develop a high degree of flexibility and fluency in the gifted child. Such learning characteristics develop a sense of independence and imaginative original thinking.

For our session I hope to involve the audience in a few of these activities so that they may experience for themselves the nature of the creative response.

See you in April.

Sincerely,

June Allen

June Allen
Arts Coordinator / Montgomery County

JA:ejc

TEACHING ⁂ PERFORMING ⁂ COMMUNITY OUTREACH PROGRAM

Mrs. Alva Fuller
475 N.E. 8th Avenue
Deerfield Beach, Florida 33441

TAG

Ms. Carol Findley,

My presentation will cover some of the ideas we are using to promote understanding and interest in America, leading to a better appreciation of our coming Bi-Centennial.

There will be a short film and slide presentation along with some duplicated material for hand out.

Looking forward to meeting you and sharing ideas,

Alva Fuller

P.S. Are you going to FLAG in Tampa?

McKEESPORT AREA SCHOOL DISTRICT
ADMINISTRATIVE OFFICES
SHAW AVENUE AND LOCUST STREET
McKEESPORT, PENNSYLVANIA 15132

Dear Fellow Planner:

I am looking forward to meeting you and learning about your programs.

Our program at McKeesport is in it's sixth year. A specialized unit is developed under the broad heading of Environmental Education. This broad theme provides the frame work and direction for independent study within the group. In addition, Title III funding enables the students to participate in an environmental peer-teaching program.

Through a series of slides I hope to show how we have developed a program of community involvement, child-adult relationships and a class room without walls centered around our theme of environmental education.

Looking forward to April.

Sincerely,

Louise Roslund

Louise Roslund, Coordinator
Academically Talented Program
McKeesport Area School District

LR/eag

405 North Ocean Boulevard
Apt 402
Pompano Beach, Florida 33062

November 25, 1974

Dr. Bert Kleiman
14321 S. W. 77th Avenue
Miami, Florida

Dear Bert:

At our Cluster Meeting yesterday you asked me to send you information regarding my Maxi II Project which has been accepted by C.E.C. (Council for Exceptional Children) in California for presentation at the National Convention in April.

Ten participants have been selected throughout the United States to present their projects in the T.A.G. (Talent and Gifted Division) under the program title, "Elements of Enrichment: A Potpourri of Program Ideas", scheduled for Tuesday, April 22, 1975. During the three-hour program, I will present excerpts from my Maxi II Project in the form of a ten to fifteen minute synchronized tape-slide presentation. The title of the presentation will be, "Mini Programs for Middle School Gifted Students: An Inter-institutional Project of Broward Community College and the School Board of Broward County, Florida." This will be followed by interaction with the other nine members on the panel. The last part of the program will be open for questions from the audience.

In addition to sharing ideas and information with other members of the panel between now and April, I am in the process of preparing materials and handouts to be distributed to the members of the panel, as well as a synopsis of the program which will be for distributing to those attending the session.

Attached find a copy of the original proposal which was sent to C.E.C. for their consideration, along with correspondence received concerning the acceptance and the program to be organized.

Sincerely,

Carol Findley

Carol Findley
(Ft. Lauderdale Cluster)

cc: Mr. S. O. Kaylin

405 North Ocean Boulevard
Apt. 402
Pompano Beach, Florida 33062

November 25, 1974

Mr. Sam O. Kaylin
Practicums Department
National Ed. D. Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

Pertaining to your request of August 26, 1974 regarding evaluations by observers of my Maxi II Practicum, I am enclosing photocopies of the recommendations from Dr. Hugh Adams, President of Broward Community College, Mr. J. W. Davidson, Principal of Olsen Middle School, and Mr. David C. Howard, teacher of Olsen's Gifted Program. (The originals will be part of the Maxi II Project.)

Dr. Bert Kleiman requested information regarding my Maxi II Project when he became aware that I was invited to make a presentation of it at the C.E.C. (Council for Exceptional Children) National Convention, to be held in California the week of April 22nd. Please find enclosed the materials as per Dr. Kleiman's request.

Currently, I am working on the slide presentation with synchronized tape and materials and/or brochures for the Convention. At the same time, I am involved in the finalizing of the Maxi II Project to be completed by the required time.

Cordially yours,

Carol Findley

Carol Findley
(Ft. Lauderdale Cluster)

MEMORANDUM

TO: Dr. Fred Skalny, Exceptional Child Center, Broward County

FROM: Carol Findley, Office of Articulation, Broward Community College CF

DATE: August 21, 1974

[illegible]ECT: BROWARD COMMUNITY COLLEGE TELEPHONE DIRECTORIES AND NEW EXTENSION NUMBERS FOR GIFTED TEACHERS.

Enclosed find the Broward Community College Telephone Directories and Central Campus telephone extension numbers which have been changed.

These are the Directories which you said you would like to have for the Gifted teachers. If you need additional copies, please contact our office.

CF:ym

enc

Broward Community College

Telephone Directory

1974 - 75

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BROWARD COMMUNITY COLLEGE

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Division Chairman Horton, Ms. Doris	329-330
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Registrar Rose, Mr. Glen	260-2
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225 E. Las Olas Blvd.
Fort Lauderdale, Fla.
525-4271

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POMPANO, FLORIDA 33063
972-9100

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Jan Pierce, Advisor	44-6,49

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HOLLYWOOD CENTER

3601 JOHNSON STREET
HOLLYWOOD, FLORIDA 33021

966-2020 or 966-2021

DIVISION CHAIRMAN	Donald Rigg
AREA LEADING, NURSING	Marjorie Brantferger
AREA LEADER, RADIOLOGIC TECHNOLOGY	Shirley Frazier

CENTRAL CAMPUS

3501 Southwest Davie Road
Ft. Lauderdale, Florida 33314
581-8700

Administration

Executive Dean	Dr. Harry V. Smith, Jr.	211-2
Academic Dean		214-5
Dean of Student Development	Dr. George Young	342

Directors /Co-ordinators

	EXT.
Articulation, Mrs. Carol Findley	351-2
Bookstore, Miss Helen Wendt	273-5
Community Services, Mrs. Judith Yater	228-9
Co-Operative Education, Mr. Walter Thomason	241-2
Criminal Justice, Mr. James McGowan	364-5
Data Systems, Mr. Fred Scott	266-9
Financial Aid, Mr. Powell Waite	340-1
Honors Program, Ms. Grace Scheer	230
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Library, Mr. Grady Drake	291-2
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CENTRAL CAMPUS

Division Chairmen

Allied Health Technology	Mr. John Brett	210,223
Business Administration & Economics	Mr. Phillip Trees	206
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Director of Student Activities	Mrs. Patricia Novak	300-1
Director of Special Services	Mr. Theodore Taylor	370-2
Director of Financial Aid and Placement	Mr. Powell Waite	340-1
Co-Ordinator of High School/College Articulation	Mrs. Carol Findley	351-2

Counselors and Areas of Specialty

Academic Advisement	Mr. Gibson Cameron	343-6
Special Services	Ms. Hillary Cambell	370-2
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International Students	Mrs. Katharine Tymeson	305
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Counseling	Mrs. Phyllis Rhodes	343-6
Evening Counseling and Testing	Mrs. Aurelia Wagner	343-6
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Shirlee Seay	343-6
John Haynie	343-6
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3501 Southwest Davie Road
Ft. Lauderdale, Florida 33314
581-8700

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Division Chairmen

Allied Health Technology	Mr. John Brett	213
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r. Harry V. Smith, Jr.
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.. Dr. George Young
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MEMORANDUM

TO: Dr. Fred Skalny

FROM: Carol Findley CF

DATE: February 4, 1974

SUBJECT: GIFTED CHILD PROGRAM

Attached find copy of the survey which was missing from your files and an article from the Educational Times regarding problems of Gifted Blacks which I thought might interest you. Also you will find three coordinated units for English and Social Studies for the Gifted child which you may want to consider in your curriculum materials for the Gifted.

If you are going to give credit to individuals responsible for designing special programs, Mrs. Anne Trickel designed the units enclosed when she was working with Gifted children.

CF:ym

MEMORANDUM

TO: Therese Roberts

FROM: Carol Findley, Articulation CF

DATE: February 4, 1974

SUBJECT: Gifted Child Program

Enclosed find the article from the Times Educational Supplement regarding problems of the Gifted Blacks which you requested. Also you will find a rough draft of the BCC Personnel Directory which I am currently working on and which I hope will be ready for publication in the very near future. Hope this helps.

CF:ym

Note: You also requested materials on our Planetarium Program. Attached find pre-test and post-test. In the event you decide to initiate this program on your own, I would be interested in learning the results should you decide to use the pre-test and post-test for the Planetarium Program. CF

MEMORANDUM

TO: Ellen Rieveman

FROM: Carol Findley, Articulation cf

DATE: February 4, 1974

SUBJECT: Gifted Child Program

Enclosed find the article from the Times Educational Supplement regarding problems of the Gifted Blacks which you requested. Also you will find a rough draft of the BCC Personnel Directory which I am currently working on and which I hope will be ready for publication in the very near future. Hope this helps.

CF:ym

MEMORANDUM

TO: Sharon Goldstein

FROM: Carol Findley, Articulation CF

DATE: February 4, 1974

SUBJECT: Gifted Child Program

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CF:ym

LONDON
FIRE BRIGA

orate the centenary of

Problems of gifted blacks

Bright black children may have more problems with their teachers at school than the less-gifted black child. This is in strong contrast to the situation with white children, where the gifted child gets on better in comparison with his non-gifted white classmate.

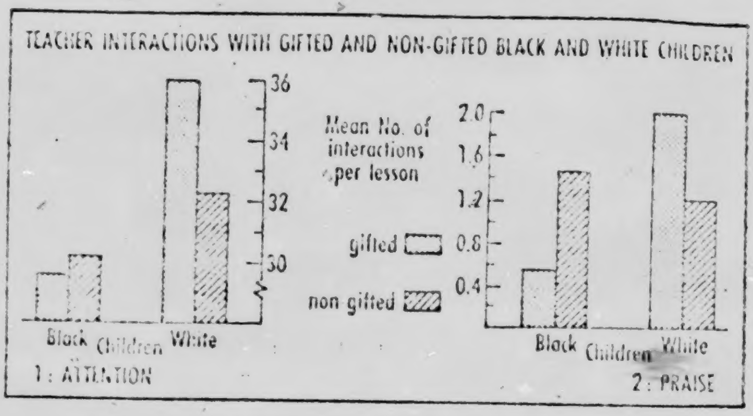
These are the main findings of Pamela Rubovits and Martin Maehr, from the University of Illinois, after a study which they have given the provocative title, "Pygmalion Black and White." The study discloses, say the authors, the "most disturbing instance" of racism in the classroom—even though many of the teachers in their study may not have been aware of what they were doing.

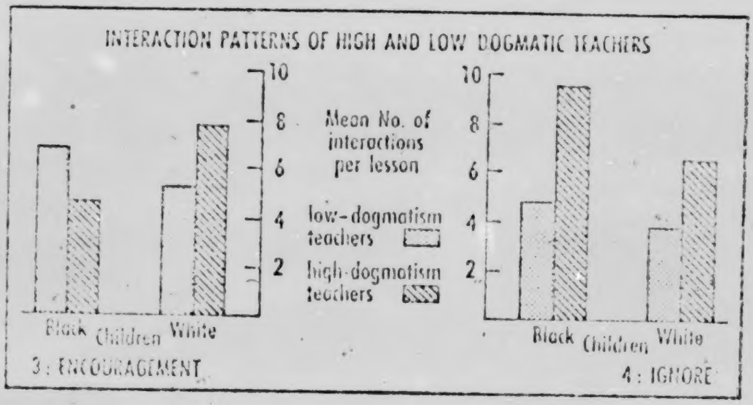
Sixty-six white, female trainee teachers took part in the experiment, as part of their own training. Each had to take a class of 12- or 13-year-olds for one lesson (a discussion on television). Prior to the lesson the teachers were given some personal details about each child they would have in their class. This information listed the children's names, some of their educational history and an IQ score.

Unknown to the teachers, however, false information was provided about four of the children in each class. Two of these four were black, the other two white. One white and one black were listed as "gifted" (with an IQ in the 130-135 range), the other as non-gifted (IQ 98-102). In fact, all four of these children had exactly the same IQ.

Then, during the lesson, the trainee teacher was openly observed, though she was led to believe that it was just her course tutor assessing her general progress. But the "tutor" rated specifically the way the teacher behaved to the four children about whom false information had been provided. None of the teachers said they had been aware of any deception, when asked after the study was over, so Rubovits and Maehr accept that the results they got were reliable.

Six types of teacher behaviour were assessed by the "course tutor": the attention the teacher gave to each child; the encouragement she gave; how elaborate her answers to the child's questions were; how much she ignored the child; how much she praised and how much she criticized. In general it turned out that the treatment of black and white children differed most on the dimensions of ignoring, praising, attending to and criticizing. But the most important patterns are evident from charts 1-4.


TEACHER INTERACTIONS WITH GIFTED AND NON-GIFTED BLACK AND WHITE CHILDREN


INTERACTION PATTERNS OF HIGH AND LOW DOGMATIC TEACHERS

Teachers paid considerably more attention to whites than they did to blacks. Fewer statements were requested from blacks than whites during the lesson, and blacks were class ignored more. Even more striking, however, was the fact that whereas the teachers paid more attention to the gifted whites than to the non-gifted they paid more attention to the *non*-gifted blacks than to their brighter black classmates (chart 1). By the same token, the teachers praised the gifted white children more than they did the non-gifted, whilst praising the gifted blacks *less* than the non-gifted.

On the whole then, not only were the blacks worse off than the whites, but the "gifted" blacks were penalized especially badly. None of the children in the study were any more verbose or spontaneous than the others, so there appeared to be no complicating factors that might provide an alternative explanation for these results.

Rubovits and Maehr then turned their attention to differences between the teachers. Prior to the lesson each teacher had filled out a personality test, one that measured [illegible] and dogmatism [illegible]. Rubovits and Maehr [illegible] to see whether a teacher's [illegible] personality [illegible] difference to how she treated the children in her

What was immediately obvious was that the highly dogmatic teachers encouraged the white children much more than they did the black ones; the teachers who got a low score on dogmatism, on the other hand, did precisely the opposite (chart 3). This also went with the finding that dogmatism was associated with ignoring the black children (chart 4).

The importance of their results, say Rubovits and Maehr, is that it shows three things about racism in the classroom. One, it can happen without the teacher being aware of it; two, not everyone suffers to the same extent—it is the *gifted* black child who is penalized especially; three, not all teachers are equally guilty—but those who are can be predicted by the appropriate screening.

Further research will have to be done to see whether this different treatment of blacks actually affects their performance. But bringing the attention of this sort of results to "dogmatic" teachers may help minimize any long-term effects that there are.

Journal of Personality and Social Psychology, vol 25 no 2.

A level results still the best guide

430

Traditional [illegible] ways of [illegible] predictors, including TAA, their correlation with degree results are still to do at university—A levels [illegible] It would be difficult to [illegible] of such a weak predic- all A levels. It was only in mathematics courses [illegible] a high application of [illegible] A level [illegible]

MEMORANDUM

TO: Therese Roberts, Gifted Child Instructor

FROM: Carol Findley, BCC Office of Articulation

DATE: February 15, 1974

SUBJECT: GIFTED CHILD PROGRAM - NOVA MIDDLE SCHOOL

Please find enclosed 100 Gifted Child Information cards.

Since we wish to treat this information confidentially, we respectfully request that you NOT ask parents or students to complete the information form. Perhaps a secretary, aide, counselor or teacher could help with this effort.

If you need additional cards or pre-test sheets, please call the Office of Articulation, 581-8700, Ext. 351, as soon as you have the information completed so that Mrs. Findley can pick up the materials from your school as soon as possible.

NOTE: Please have students write in age and grade in upper righthand corner of pre-test sheet.

CF:ym

MEMORANDUM

TO: Dr. Fred Skalny, Coordinator, Program for the Gifted, Broward County School System

FROM: Carol Findley, Office of Articulation, Broward Community College CF

DATE: September 18, 1974

SUBJECT: BCC MATERIALS SENT TO PERSONNEL RESPONSIBLE FOR GIFTED CHILD PROGRAM

Attached find materials which have been sent to the following schools. As you can see, it would be impossible due to cost and time to make these materials available to all the elementary and middle schools in the county. However, I have made every attempt to provide these materials to all the high schools and the specific middle and elementary schools who have contacted our office.

I am enclosing this packet in the event that you wish to make the materials available to other schools in Broward County.

CF:ym
encs

MEMORANDUM

TO: Personnel Responsible for Gifted Child Program, Broward County Schools
FROM: Carol Findley, Office of Articulation, Broward Community College CF
DATE: September 18, 1974
SUBJECT: CULTURAL EVENTS TAKING PLACE AT BCC DURING THE 1974-75 SCHOOL YEAR

Many of the teachers of Gifted children have asked for materials we have available regarding cultural events taking place at Broward Community College.

Included in this packet you will find a Cultural Events Calendar for 1974-75. You will note that some of the programs have already been deleted. It is impossible to have a firm confirmation of all events for the entire school year. Therefore, on the first and third Friday of each month there will be an updated list of the current cultural events sponsored by BCC published in the Fort Lauderdale News, the Hollywood Sun Tattler and the Miami Herald (Broward Edition).

You will also find information concerning the Artists Series, the Film Series and the Planetarium Program. It may be possible for you to make special arrangements for the Planetarium Programs for your students during the regular school day by contacting Mr. Gladwyn Comes in the Planetarium (791-4590).

We hope you will find this information useful and will be able to enjoy some of these events.

CF:ym
encs

PERSONNEL RESPONSIBLE FOR GIFTED CHILD PROGRAM

Boyd Anderson High School - Mrs. Constance Davis

Cooper City High School - Mr. Tom Cicero

Fort Lauderdale High School - Mrs. Van Roo

Hollywood Hills High School - Dr. Lillian Trubey, Mrs. Frances Z. Mason

Miramar High School - Mr. Richard Frances

Northeast High School - Mrs. Boone DeLaney

Piper High School - Mr. Charles Ramsdell

Plantation High School - Mr. Brad Gardner

Pompano High School - Mrs. Bonney Spradling

South Broward High School - Mrs. Jane Leone

South Plantation High School - Mrs. Frances Haithcock

Olsen Middle School - Mr. Dave Howard

Nova Middle School - Sister Therese Roberts

Nova B. F. Elementary - Mrs. Catherine Konefal

Rickards Middle School - Mr. Paul Corll

Flamingo Elementary - Mrs. Sandra McGhee

Attucks Middle School - Mrs. Audrey Honig, Media Specialist

Parkway Middle School - Mrs. Diane Maile

Bennett Elementary School - Miss Joan Pippin

Plantation Middle School - Mrs. Carolyn Sue Fisher

BROWARD COMMUNITY COLLEGE

announces

1974-75 ARTIST SERIES

All Performances
will be held at
PARKER PLAYHOUSE
707 N.E. Eight Street
Fort Lauderdale, Florida
Commencing at 8:15 P.M.

ROGER WAGNER CHORALE

"Second to none in the world."

Leopold Stokowski

In its twenty-seventh season, the Roger Wagner Chorale was founded in 1947 and has since toured South America, Europe and the Far East, as well as North America. Aspiring auditioners are subject not only to difficult vocal tests, but also to countless examinations in music theory and history. The Chorale's repertoire covers a tremendous range, from 16th Century church music and grand opera to European and American folk music, spirituals and popular songs. They have recorded more than forty albums and won numerous awards, including the coveted "Grammy."

Sunday, October 13, 8:15 p.m.

JEROME LOWENTHAL

"A soulful, singing tone, a dazzling array of technical achievement, beautifully sensitive . . . the perfect approach."

Washington Post

Jerome Lowenthal is one of the most electric pianistic personalities before the public. He has concertized in such diverse corners of the globe as Japan, Mexico, Chile, Israel, the Soviet Union, Lebanon, and New Zealand. Born in Philadelphia, he made his debut at the age of thirteen with the Philadelphia Orchestra and studied with three master artists: William Kapell, Edward Steuermann, and Alfred Cortot. He has appeared with virtually every major American orchestra.

Sunday, December 15, 8:15 p.m.

MICHAEL LORIMER

"Lorimer belongs in the top rank of the several classical guitarists who have followed Segovia's wake."

Collins George, Detroit Free Press

Barely into his twenties, Lorimer is already reaching the top of his profession. Among experts, he is regarded as one of the two or three leading classical guitarists of the younger generation. Like his teacher, Andres Segovia, he is himself a teacher, transcriber, scholar, and performer. He has concertized in Spain, Italy and throughout North America. His busy schedule includes teaching guitar classes at the San Francisco Conservatory of Music, and he is on the faculty at the University of California at Berkeley.

Sunday, November 17, 8:15 p.m.

MARY COSTA

"The most beautiful singing star in the world."

Hers is a rich, clear soprano of fine quality. Her phrasing and projection are surprisingly mature and without artifice, and her acting ability and stage presence deserve opera Oscars.

Miss Costa has performed with virtually every major orchestra and opera company in the United States, while somehow managing numerous television guest appearances, recordings, workshop classes for college students, and tours abroad.

A Metropolitan Opera star, Miss Costa has performed with the Bolshoi Opera, San Francisco Opera, and Boston Opera Company.

Sunday, February 9, 8:15 p.m.

PRIORITY SUBSCRIPTIONS

If you are a previous Artist Series subscriber, you have first opportunity to renew your seats from last season or to request a change of seating. In order to honor your request for priority seating, your order must be received by September 3.

New ticket orders will be honored after September 3 according to the date they are received by the Community Services office. Subscription ticket sales will close October 11.

Upon receipt of your order with payment, your tickets will be mailed to you prior to the first performance on October 13, 1974.

DONATIONS

A donation in excess of ticket value is tax deductible.

Patron - $100 (includes four season subscriptions of choice reserved seats.)	Sponsor - $50 (includes two season subscriptions of choice reserved seats)

A Series subscription is a special purchase providing a price savings, a priority choice of seats, and opportunity to meet our guest artists at post-concert receptions. To be able to offer these advantages, the Community Services office cannot refund or exchange any series tickets. (All dates are subject to routing changes.)

PERFORMING ARTS COMPLEX

Broward Community College announces its intention to construct a Performing Arts Complex for the benefit of students and the citizens of Broward County. We envision that this facility will include a concert hall, a children's theater, an arena theater, an art gallery and studio, and rehearsal halls. Donations toward this facility are tax deductible and may be added to your series subscription check. We earnestly seek public support. The Coordinator for Cultural Affairs and Mr. Albert Robertson, Director of Development and Federal Programs will be happy to discuss the Complex plans with you. For further information call 525-4271, extension 230.

Broward Community College 1974-75 ARTIST SERIES Parker Playhouse/Ticket Information and Order Blank

Check Your Choice	Series Subscription Price	Regular Box Office Price	Number of Tickets Ordered
Front Rows 1 - 12 A-M	$18.00	$28.00	________
Middle Rows 13-21 N-V	$15.00	$24.00	________
Rear Rows 22-25 W-Z	$12.00	$20.00	________

☐ Check if a priority mailing list customer ☐ Check if sponsor category ☐ Total Enclosed ($) ________

☐ Check if renewal order ☐ Check if patron category ☐ Check if Performing Arts Complex donor

Name ________________________________

Address ________________________________

City ________________ State ________________ Zip ________________

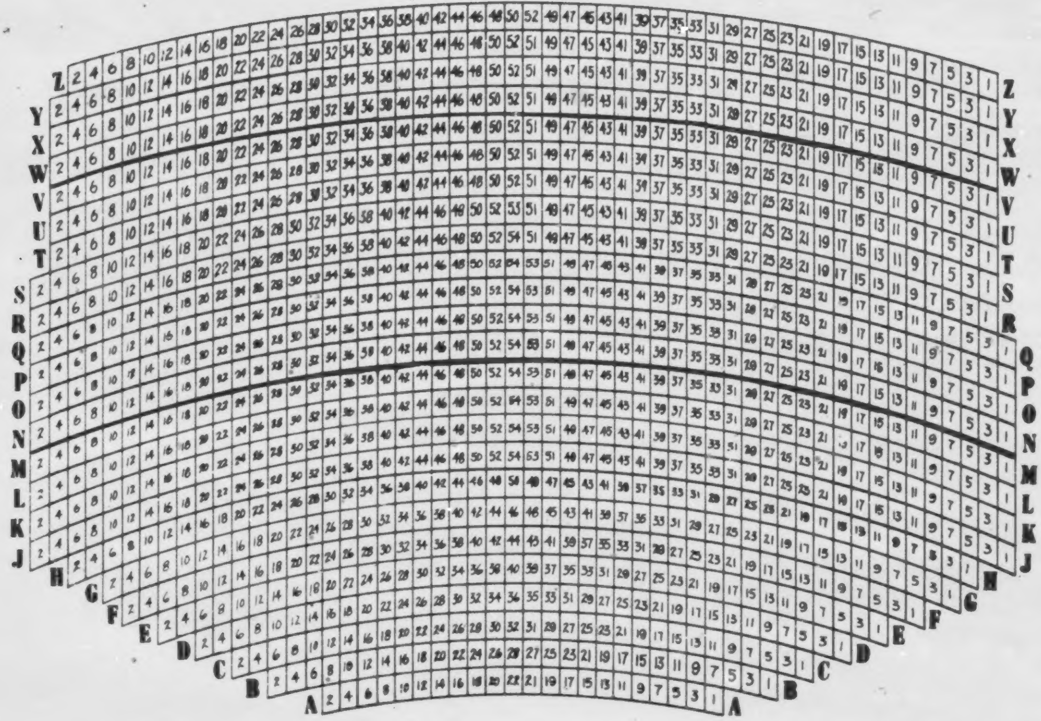
Phone ________________________________

Fill out the order blank, enclose with check (made payable to Broward Community College), a self-addressed, stamped envelope, and mail to:

Community Services
Broward Community College
225 East Las Olas Boulevard
Fort Lauderdale, Florida 33301

For Ticket Office Use Only

Row	Seat Numbers	Conf.	T.M.



Seating
Front . . . . A-M
Middle . . . . N-V
Rear . . . . W-Z

Parker Playhouse

Indicate your choice of seating area with an x on the plan above.

Community Services
Broward Community College
225 East Las Olas Boulevard
Fort Lauderdale, Florida 33301

NON-PROFIT ORG.
U.S. Postage
PAID
Ft. Lauderdale, Fla.
PERMIT NO. 1084

438/439/440

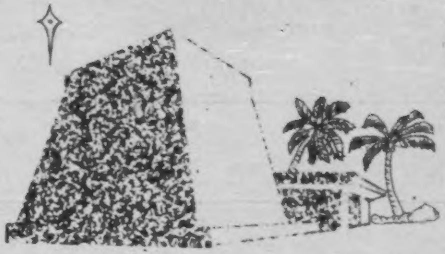
LEGEND OF THE UNIVERSE

The viewer sits comfortable in his seat and watches the drama of the sky unfold.

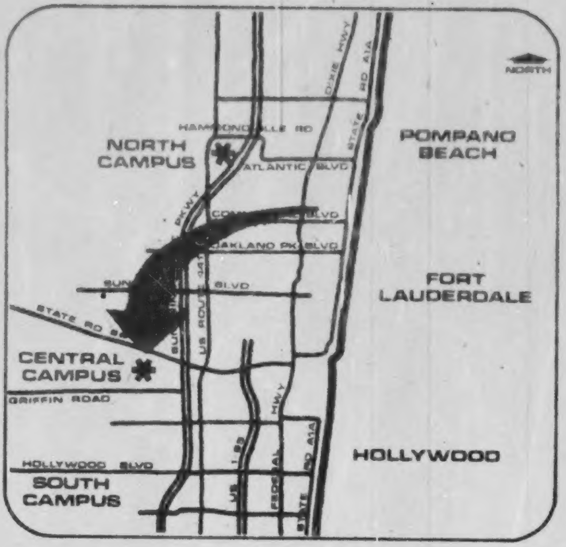
Before the show begins, stereophonic music fills the air and the viewers file to their seats. As the hour approaches, the sky darkens, the last light of day fades, and stars blink into place as night time comes to the planetarium. The narrator steps to the console and, in the blackness of night, the story of our universe begins.

DAVIE ROAD / FT. LAUDERDALE / FLORIDA / 33314

BUEHLER PLANETARIUM



BROWARD
COMMUNITY
COLLEGE


NORTH
HAMMONDVILLE RD
NORTH CAMPUS
ATLANTIC BLVD
POMPANO BEACH
DIXIE HWY
STATE RD A1A
COMMERCIAL BLVD
OAKLAND PK BLVD
SUNRISE BLVD
FORT LAUDERDALE
US ROUTE 441
PKWY
STATE RD 84
CENTRAL CAMPUS
GRIFFIN ROAD
US 1
FEDERAL HWY
STATE RD A1A
HOLLYWOOD
HOLLYWOOD BLVD
SOUTH CAMPUS

BROWARD COMMUNITY COLLEGE
DAVIE ROAD
FORT LAUDERDALE, FLA. 33314

Nonprofit Org.
U. S. Postage
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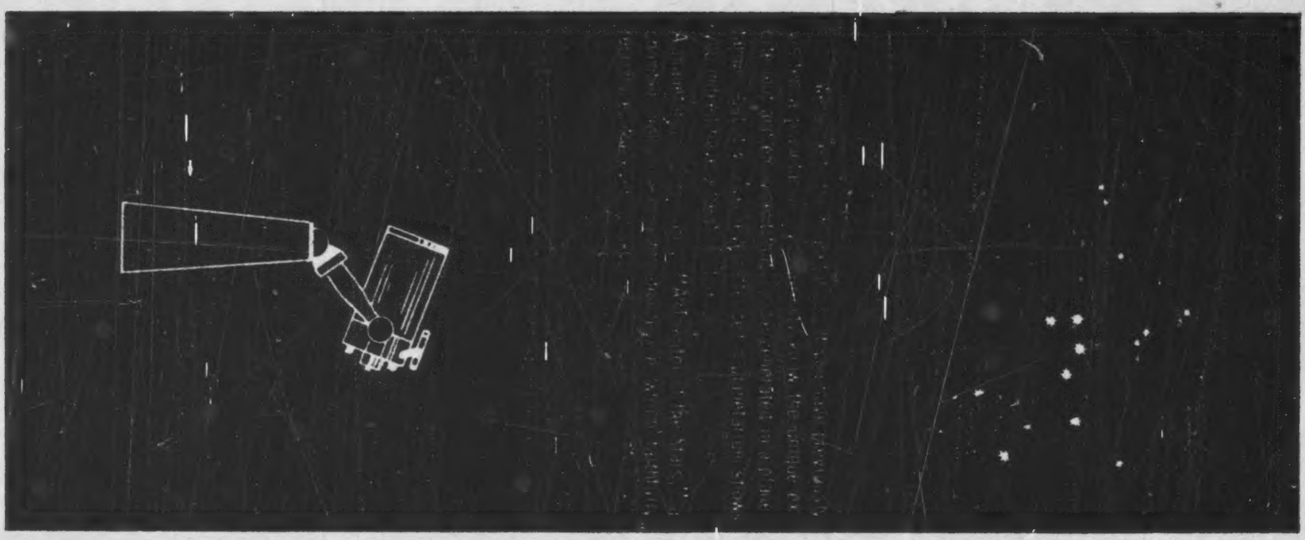
Ft. Lauderdale
Florida
PERMIT NO.1084



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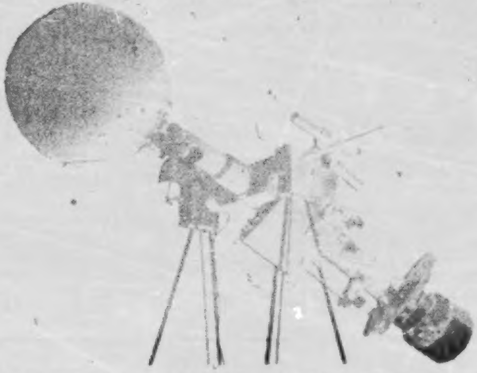
THE BUEHLER PLANETARIUM

The Planetarium at Broward Community College is named in honor of Mr. Emil Buehler, pioneer of aeronautics, who established the Buehler Foundation which enabled the College to design and construct the Planetarium Complex and to continually improve and update it.

Buehler Planetarium opened in 1965 and has been serving the public since its inception. The Planetarium Complex is unique because it contains two separate planetarium chambers - one forty foot chamber, which provides 100 seats for college classes and public shows, and one twenty foot chamber, which is extensively used for instructing local school children.

The Planetarium facilities were planned to incorporate three areas of interest. The first area is that of college education in astronomy; second is that of adult community services through shows and presentations; the third area of interest is dedicated to school children, both public and private, as well as scouts and other interested groups.



REGULAR ADULT COMMUNITY SHOWS

The general public, as well as civic groups and other organizations, are cordially invited to attend our regularly scheduled shows each Thursday at 7:30 p.m. and each Sunday afternoon at 2:30 p.m. & 3:30 p.m. Special group shows, at times other than those regularly scheduled, may be arranged by calling the Planetarium - 791-4590.

Thanks to the generosity of Mr. Buehler, the Planetarium has acquired a ten-inch telescope which will be made available to the general public, when weather and astronomical conditions are favorable, on Thursday evenings after the public show. In addition, the college now possesses a twelve inch telescope, (donated by John Ruiz, veteran astronomer), located in the new observatory. This facility will be available for public use.

There is never a charge or admission fee for regular star shows at the Buehler Planetarium.

WISH UPON A STAR

Sept. 19-Nov. 24

The stars and planets moving across our night sky are seldom noticed and rarely recognized by people today. Yet the star lore accumulated over the centuries helps to bring them to life. Share with us the grandeur of an autumn evening as we witness the beauty and serenity of a starry night.

NO SHOW ON THURSDAY, NOV. 28
THANKSGIVING DAY

THE STAR OF BETHLEHEM*

Dec. 1, 1974-Jan. 5, 1975

*(Additional shows at 7:30 Tuesday for this program only - NO SHOWS on Dec. 24.)

Our traditional Christmas time show in a setting of heavenly constellations. Journey back in time with us and view the sky as it may have appeared on the first Christmas when the greatest star ever described, marked the birth of the Christ child. We tell a story of the many possibilities concerned with the scientific and spiritual truths surrounding The Star.

TIME TRAVELERS

Jan. 9-March 16

The appearance of U.F.O.'s in the sky is not new. Sightings have been made by people of all walks of life. Many U.F.O. have proved to be just natural phenomena, but some sightings still remain "unidentified". What are they? Where do they come from? Are they from this world and this time period? Or are they of the future? We pursue these intriguing questions in the story of Time Travelers.

THE EASTER STORY

March 20-March 30

Look into the past with us as we explore the connection between astronomy and the Biblical Easter account. Experience the pagentry & customs of various people & see the historical influence of this Holy Festival.

MARTIAN VISITORS

April 3-June 22

The planet Mars has engendered more interest and speculation than all of the other planets. Ever since the days of Schiaparelli and Lowell and the time of Orsen Well's "War of the Worlds", Mars has maintained its attraction. And now, on July 4, 1976 a space ship from earth will set down on the Martian sands and visit this age old planet.

TO THE MOON & BEYOND

*June 26-Sept. 14**

Since the beginning of the space age in 1957, man has taken long strides across the frontiers of the unknown. He has traveled through a quarter of a million miles of space in order to set foot on our nearest neighbor, the moon. His unmanned spacecraft are blazing trails to Mercury and Venus, to Mars and Jupiter, and even beyond. Travel with us as we trace the steps of man as he prepares to conquer space!

*PLANETARIUM CLOSED AUG. 3-AUG. 23
FOR REPAIRS AND REMODELING

JUNIOR PLANETARIUM

Our Junior Planetarium is used exclusively for the school children, scouts, civil air, naval cadets, church groups, private schools, and any interested children's organization.

Our shows are entertaining as well as educational in nature, and are specifically written for the particular age group in attendance. Children of any age are welcome and can be accommodated in groups of 40 or less. There is never a charge for this service, but reservations are required for all special children's shows. Phone : 791-4590

Astronomy Club - The South Florida Amateur Astronomical Association holds its weekly meeting at the Planetarium at 8:30 each Thursday evening. Persons having a sincere interest in Astronomy are always welcome.

GRADED SCHOOL PROGRAMS

(Reservations Required)

For Pre-School, Kindergarten, and First Grade. . . . . .

1. THINGS WE SEE IN THE SKY
2. OUR SUN'S FAMILY

For First, Second, Third, and Fourth Grade. . . . .

THE SUN AND MOON

For Second, Third, and Fourth Grade. . . . .

SCOUTING THE SKIES

For Fourth, Fifth, and Sixth Grade. . . . .

LIGHT AND THE TELESCOPE

For Fifth through Eighth Grade. . . . .

1. SEARCHING THE GALAXY
2. EXPLORING THE SOLAR SYSTEM

For High School. . . . .

1. SPACE TRAVELERS
   (A STORY OF UFO'S)
2. INTRODUCTION TO THE PLANETARIUM
3. NAVIGATION

Length of shows varies from 30 minutes to 1 hour depending upon grade level of group.

1974-1975
FILM SERIES

Broward
Community
College Ft Lauderdale
Florida

1974-75 FILM SERIES
"PORTRAITS OF WOMEN"

Broward Community College presents its annual free film series as a community service to the students and citizens of Broward County. The 1974-1975 Series focuses on portraits of women as reflected through film. The central theme poses questions relevant to modern society and the changing values of women.

Film selections are from the United States, Great Britain, Italy, Greece, and Germany. Each of the eight films will be shown at three locations for the convenience of Broward Countians. The BCC Office of Cultural Affairs welcomes your reactions and suggestions concerning the Film Series. For further information about College Cultural programming, call 525-4271, extension 235.

OPEN TO THE PUBLIC
ADMISSION·FREE

Central Campus Thursdays, 7:30 p.m.
3501 S.W. Davie Road
Fort Lauderdale, Florida

North Campus Fridays, 7:30 p.m.
1000 Coconut Creek Drive
Pompano Beach, Florida

Fort Lauderdale Center Sundays, 2:00 p.m.
225 East Las Olas Blvd.
Fort Lauderdale, Florida

CC-Central Campus
NC-North Campus
Ft.LC-Ft. Lauderdale Center

GEORGY GIRL 1966 Great Britain

Directed by Silvio Narizzaro, this heartwarming film marks Lynn Redgrave's first starring role, and she shared the New York Film Critics Award as Best Actress with Elizabeth Taylor. Alan Bates, James Mason, and Charlotte Rampling also star Georgy is a gawky, rebellious, sentimental girl who attains her ends with triumph.

"Georgy Girl is a heartthrob, a charmer that comes right from the depths of kitchen-sink drama to provide a Cinderella story that's as offbeat and kooky as the heroine . . . Georgy Girl has vitality but more than that it has laughter and compassion and the ring of crazy truth about it."

- Judith Crist, New York World Journal Tribune

CC - 9/12
NC - 9/13
FtLC - 9/15

BORN YESTERDAY 1950 United States

Judy Holliday won the Academy Award for her performance in this film which also stars Broderick Crawford, William Holden, Howard St. John and Frank

Otto. *Born Yesterday* is the most popular of three films based on original comedies by Garson Kanin, starring Judy Holliday, and directed by George Kukor. Billie, the heroine and ex-chorus girl, becomes disillusioned with her boyfriend's coarseness and corruption and acquires new powers along with new cultural polish.

"More firm in its social implications than ever it was on the stage . . . Miss Holliday brings to the screen a talent for characterization that is as sweetly refreshing as it is rare . . . a triumph of candor and real adapting skill."

Bosley Crowther, New York Times

CC - 10/10
NC - 10/11
FtLC - 10/13

TWO WOMEN

1961 Italy

One of the last great examples of Vittorio DeSica's neo-realistic style, *Two Women* stars Sophia Loren, Jean-Paul Belmondo, Eleanor Brown, and Raf Vallone. Miss Loren won the Cannes Film Festival award and the Oscar as Best Actress. The film is the story of a mother and daughter struggling to survive in Italy during World War II.

"In its terrible climax, the film works up to a pitch that is torturing in its anguish and yet most delicately affirmative as Miss Loren tries to penetrate to the shocked child's mind."

Paul V. Beckly, New York
Herald Tribune

CC - 11/14
NC - 11/15
FtLC - 11/17

THE MEMBER OF THE WEDDING

1952 U.S.A.

Julie Harris, one of the best American actresses of the past three decades, gives a memorable performance in this film which is based on the book and play by Carson McCullers. Miss Harris plays Frankie, an awkward, lovely girl of twelve caught between childhood and adolescence and relying on the company of her strange six-year-old cousin (Brandon DeWilde) and her housekeeper (Ethel Waters).

"The theme is human isolation and the form is a fugue for three voices . . . Although Fred Zinnemann's direction imparts a fine nervous intensity to the film, the drama is in the dialogue. The finest qualities of this film are in its sense of language and in the extraordinary performance."

- Pauline Kael, Kiss Kiss Bang Bang

CC - 12/12
NC - 12/13
FtLC - 12/15

ANTIGONE

1962 Greece

Adapted from the text by Sophocles and starring Irene Papas and Manos Katrakis, this film is an up-date of one of Greece's classic tragedies for an international audience. Mr. Katrakis won the San Francisco Film Festival Best Actor award. Irene Papas is a magnificent figure as Antigone, daughter of

Oedipus, the woman who defies the kingly authority of her uncle Creon when it outrages her feelings and sense of justice and obligation.

"This is Greek drama as one has always hoped to see it performed -- the action simple and uncluttered, the characters driven by instinct and passion, and the voices so eloquent that we experience the beauty of the language."

- Pauline Kael

CC - 1/16
NC - 1/17
FtLC - 1/19

THE BLUE ANGEL

1930 Germany

Acclaimed by Herman G. Weinberg as "the most celebrated of all German sound films," *The Blue Angel* was a resounding over-night success and made international celebrities of Marlene Dietrich and director Josef von Sternberg. Emil Jannings stars as Professor Rath, a stern, middle-aged high school teacher whose infatuation with Lola Lola, a sultry cabaret singer, leads to his dismissal, humiliation, madness, and death.

"The Blue Angel is (Steinberg's) most relentless film . . . The tragedy of Professor Rath is that he struggles not so much against a flirtatious woman as against his own inferiority complex, and von Sternberg, with his skill in ordering sound and chiaroscuro, gives the film the contained power of a nightmare."

- Peter Cowie, Seventy Years of Cinema

CC - 2/13
NC - 2/14
FtLC - 2/16

RUBY GENTRY

1952 United States

Directed by King Vidor, this film is one of his most compelling dramas of thwarted passion and frustrated aggression. Jennifer Jones stars as Ruby Corey, born on the wrong side of the tracks but determined to win the respect of her native town and the love of its leading citizens portrayed by Charlton Heston and Karl Malden. Distraught over her shattered dreams, Ruby embarks on a tragic plot to destroy the town.

. a classic of (Vidor's) delirious modern period . . . "

- Andrew Sarris, The American Cinema

CC-3/13
NC-3/14
FtLC-3/16

RACHEL, RACHEL

1968 United States

New York Film Critics Awards were given to Paul Newman (Best Director) and Joanna Woodward (Best Actress) for their work on *Rachel, Rachel.* This film has been acclaimed as one of the most sensitive portrayals of a woman in recent years. Although Newman (in his directorial debut) uses fantasy and flashback scenes, the film is essentially a realistic, straightforward portrait of a spinster's attempts to come to grips with her thwarted life and neurotic fears.

" . . . the best written, most seriously acted American movie in a long time . . . Miss Woodward (is) extraordinarily good, kind, funny, submerged . . . "

- Renata Adler, New York Times

CC-4/10
NC-4/11
FtLC-4/13

1974-75 Film Series
Presented by
Broward Community College

	Central Campus	North Campus	Fort Lauderdale Center
GEORGY GIRL	9/12/74	9/13/74	9/15/74
BORN YESTERDAY	10/10/74	10/11/74	10/13/74
TWO WOMEN	11/14/74	11/15/74	11/17/74
MEMBER OF THE WEDDING	12/12/74	12/13/74	12/15/74
ANTIGONE	1/16/75	1/17/75	1/19/75
THE BLUE ANGEL	2/13/75	2/14/75	2/16/75
RUBY GENTRY	3/13/75	3/14/75	3/16/75
RACHEL, RACHEL	4/10/75	4/11/75	4/13/75

7:30 p.m.
Central Campus
Bldg. 85 - Room 208- Allied Health Building Lecture Theatre
3501 S.W. Davie Road,
Fort Lauderdale, Florida

7:30 p.m.
North Campus
Bldg. 17 - Room 114
1000 Coconut Creek Boulevard
Pompano Beach, Florida

2 p.m.
Fort Lauderdale Center
Room 406, 4th floor
225 East Las Olas Boulevard
Fort Lauderdale, Florida

BROWARD COMMUNITY COLLEGE
Cultural Calendar
1974-75

August 26	Term 1, classes begin
September 4, 5, 6, 7	+"Lion in Winter" B.C.C. Drama Production Phyllis Ullivarri, director Central campus Lecture-Theatre, 8:15 p.m.
September 7 thru 28	Florida Painters Show Opening Fine Arts Gallery Opening Day, September 7, 7:30 to 10 p.m. Remaining dates, Monday thru Friday, 8 a.m. to 5 p.m.
September 9, 10	"Mother Courage" Drama Production Tryouts Central campus Lecture-Theatre, 4 to 7 p.m.
~~September 14~~	~~Faculty Recital~~ ~~B.C.C. Music Department Faculty~~ ~~Lecture-Theatre, Central campus, 8:15 p.m.~~
September 19, 26	"Wish Upon A Star," Buehler Planetarium Show. The stars and planets moving across our night sky are seldom noticed and rarely recognized by people today. Yet the star lore accumulated over the centuries helps to bring them to life. Share with us the grandeur of an autumn evening as we witness the beauty and serenity of a starry night. BCC Central Campus, 7:30 p.m.
September 22, 29	"Wish Upon A Star," Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
September 28	Jimmy and Kathryn Woodle, Pianists Concert of Music for Two Pianos-Four Hands Central Campus Lecture-Theatre, 8:15 p.m.
October 3, 10, 17, 24, 31	"Wish Upon A Star," Buehler Planetarium, BCC Central Campus, 7:30 p.m.
October 6, 13, 20, 27	"Wish Upon A Star," Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.

~~October 5 thru~~ ~~November 1~~	~~New York Sculptors Show~~ ~~Fine Arts Gallery, BCC Central Campus~~ ~~Daily - 8 to 5 p.m.~~
~~October 11~~	~~B. C. C. Jazz Ensemble Concert~~ ~~BCC Central Campus Lecture-Theatre~~ ~~8:15 p.m.~~
October 13	*B.C.C. Artist Series Roger Wagner Chorale Parker Playhouse 8:15 p.m.
October 18	Elena Nikolaidi, mezzo-soprano Workshop - 2 p.m. Concert - 8:15 p.m. Central Campus Lecture-Theatre
October 19	Symphonic Band Concert Central Campus Lecture-Theatre 8:15 p.m.
October 21	Adult Jazz Band Lowell Little, director Central Campus Lecture-Theatre 8:15 p.m.
October 25	Student Recital B.C.C. Music Students Central Campus Lecture-Theatre 2 p.m.
October 26	Broward Symphony Orchestra Concert Jimmy Woodle, conductor Central Campus Gymnasium 8:15 p.m.
November 7, 14, 21	"Wish Upon A Star," Beuhler Planetarium, BCC Central Campus, 7:30 p.m.
November 3, 10, 17, 24	"Wish Upon A Star" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.

November 7,8,9,14,15,16	+"Mother Courage" B.C.C. Drama Production Phyllis Ullivarri, director Central Campus Lecture-Theatre 8:15 p.m.
November 8 thru December 22	Crafts Show Fine Arts Gallery Opening Day, November 8, 7:30 to 10 p.m. Remaining dates, Monday thru Friday, 8 to 5 p.m.
November 17	*B.C. C. Artist Series Michael Lorimer, classical guitarist Parker Playhouse 8:15 p.m.
November 18	Michael Lorimer, classical guitar Workshop Central Campus Lecture-Theatre 10 a.m. to 12 Noon
November 22	Student Recital B.C.C. Music Students Central Campus Lecture-Theatre 2 p.m.
November 23	B.C.C. Accordion Ensemble Ernest Webster, director Central Campus Lecture-Theatre 8:15 p.m.
December 1	Concert Choir Thomas J. Cole, director TBA
December 2	Adult Jazz Band Lowell Little, director Central Campus Lecture-Theatre 8:15 p.m.
December 6	Student Recital B.C.C. Music Students Central Campus Lecture-Theatre 2 p.m.

December 6	B.C.C. Jazz Ensemble Concert Central Campus Lecture-Theatre 8:15 p.m.
December 3,10,17,31 December 5,12,19,26	"The Star of Bethlehem," Beuhler Planetarium Show. Our traditional Christmas time show in a setting of heavenly constellations. Journey back in time with us and view the sky as it may have appeared on the first Christmas when the greatest star ever described, marked the birth of the Christ child. We tell a story of the many possibilities concerned with the scientific and spiritual truths surrounding The Star. BCC Central Campus, 7:30 p.m.
December 1,8,15,22,29	"The Star of Bethlehem" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
December 7	Concert Choir Thomas J. Cole, director Central Campus Lecture-Theatre 8:15 p.m.
December 8	**Annual Kiwanis Music of Christmas Concert Combined Musical Organizations Parker Playhouse 8:00 p.m.
December 13	Symphonic Band Concert Central Campus Lecture-Theatre 8:15 p.m.
December 14	College Singers Concert Central Campus Lecture-Theatre 8:15 p.m.
December 14	Jerome Lowenthal, piano Workshop North Campus, 10 a.m. to 12 Noon
December 15	*B.C.C. Artist Series Jerome Lowenthal, pianist Parker Playhouse 8:15 p.m.

December 17	B.C.C. Choral Society Concert Thomas J. Cole, director Central Campus Lecture-Theatre 8:15 p.m.
January 2	"The Star of Bethlehem" Buehler Planetarium, BCC Central Campus, 7:30 p.m.
January 5	"The Star of Bethlehem" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
January 6	Term II, classes begin
January 17 thru February 7	B.C.C. Faculty Art Show Fine Arts Gallery Opening Day, January 17, 7:30 to 10 p.m. Remaining dates, Monday thru Friday, 8 to 5 p.m.
January 21	Annual Concerto Competition Central Campus Lecture-Theatre 7:30 p.m.
January 9, 16, 23, 30	"Time Travelers," Buehler Planetarium Show. The appearance of U.F.O.'s in the sky is not new. Sightings have been made by people of all walks of life. Many U.F.O. have proved to be just natural phenomena, but some sightings still remain "unidentified." What are they? Where do they come from? Are they from this world and this time period? Or are they of the future? We pursue these intriguing questions in the story of Time Travelers. BCC Central Campus, 7:30 p.m.
January 12, 19, 26	"Time Travelers" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
February 6, 13, 20, 27	"Time Travelers" Buehler Planetarium, BCC Central Campus, 7:30 p.m.
February 2, 9, 16, 23	"Time Travelers" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.

February 9	*B.C.C Artist Series Mary Costa, soprano Parker Playhouse 8:15 p.m.
February 10	Adult Jazz Band Lowell Little, director Central Campus Lecture-Theatre 8:15 p.m.
February 16 thru March 29	Print Show Fine Arts Gallery Monday thru Friday, 8 to 5 p.m.
February 21	B.C.C. Jazz Ensemble Concert Central Campus Lecture-Theatre 8:15 p.m.
February 28	Student Recital B.C.C. Music Students Central Campus Lecture-Theatre 2 p.m.
~~February 28~~	Symphonic Band Concert Central Campus Lecture-Theatre 8:15 p.m.
March 1	Broward Symphony Orchestra Concert Jimmy Woodle, conductor Presenting winners of the Annual Concerto Competition BCC Central Campus Gymnasium 8:15 p.m.
March 6, 13 MARCH 7	"Time Travelers" Buehler Planetarium, BCC Central Campus, 7:30 p.m.
March 2, 9, 16	"Time Travelers" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
March 26 thru April 25	Annual B.C.C. Student Art Show Fine Arts Gallery Opening Day, March 26, 7:30 to 10 p.m. Remaining days, Monday thru Friday, 8 to 5 p.m.

March 20,27	"Easter Show," Buehler Planetarium Show. Look into the past with us as we explore the connection between astronomy and the Biblical Easter account. Experience the pageantry and customs of various people and see the historical influence of this Holy Festival. B.C.C. Central Campus, 7:30 p.m.
March 23,30	"Easter Show" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
April 3,10,17,24	"Martian Visitors," Buehler Planetarium Show. The planet Mars has engendered more interest and speculation than all of the planets. Ever since the days of Schiaparelli and Lowell and the time of Orson Welles' "War of the Worlds," Mars has maintained its attraction. And now, on July 4, 1976, a space ship from earth will set down on the Martian sands and visit this age old planet. BCC Central Campus, 7:30 p.m.
April 6,13,20,27	"Martian Visitors" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
April 4	Student Recital B.C.C. Music Students Central Campus, Lecture-Theatre 2 p.m.
April 4	B.C.C. Jazz Ensemble Concert Central Campus Lecture-Theatre 8:15 p.m.
April 5	B.C.C. Concert Choir Thomas J. Cole, director Central Campus Lecture-Theatre 8:15 p.m.
April 6 thru 10	Concert Choir Annual Tour Thomas J. Cole, director Florida
April 11	Symphonic Band Concert Central Campus Lecture-Theatre 8:15 p.m.
April 12	B.C.C. Accordion Ensemble Ernest Webster, director Central Campus Lecture-Theatre 8:15 p.m.

April 14	Adult Jazz Band Lowell Little, director Central Campus Lecture-Theatre 8:15 p.m.
April 18	Student Recital B.C.C. Music Students Central Campus Lecture-Theatre 2 p.m.
April 19	Broward Symphony Orchestra "Pops" Concert Jimmy Woodle, conductor BCC Central Campus Gymnasium 8:15 p.m.
April 20	College Singers Concert Central Campus Lecture-Theatre 8:15 p.m.
April 22	B.C.C. Choral Society Thomas J. Cole, director Central Campus Lecture-Theatre 8:15 p.m.
April 24	Broward Symphony Orchestra Concert Jimmy Woodle, conductor Dania Chamber of Commerce The Viking Restaurant Dinner - 7:30 to 9 p.m. Concert - 9 to 10 p.m. (Tickets available through Dania Chamber of Commerce)
April 28	B.C.C. Music Scholarship Auditions Central Campus Lecture-Theatre 7 to 10 p.m.
May 5	Term IIIA, classes begin
May 1,8,15,22,29	"Martian Visitors" Beuhler Planetarium, BCC Central Campus, 7:30 p.m.

May 4,11,18,25	"Martian Visitors" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
June 5,12,19	"Martian Visitors" Buehler Planetarium, BCC Central Campus, 7:30 p.m.
June 1,8,15,22	"Martian Visitors" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
June 26	"To The Moon & Beyond," Buehler Planetarium Show. Since the beginning of the space age in 1957, man has taken long strides across the frontiers of the unknown. He has traveled through a quarter of a million miles of space in order to set foot on our nearest neighbor, the Moon. His unmanned spacecraft are blazing trails to Mercury and Venus, to Mars and Jupiter, and even beyond. Travel with us as we trace the steps of man as he prepares to conquer space! BCC Central Campus, 7:30 p.m.
June 29	"To The Moon & Beyond" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
July 3,10,17,24,31	"To The Moon & Beyond" Buehler Planetarium, BCC Central Campus, 7:30 p.m.
July 6,13,20,27	"To The Moon & Beyond" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
August 7,14,21,28	"To The Moon & Beyond" Buehler Planetarium, BCC Central Campus, 7:30 p.m.
August 3,10,17,24,31	"To The Moon & Beyond" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.
September 4,11	"To The Moon & Beyond" Buehler Planetarium, BCC Central Campus, 7:30 p.m.
September 7,14	"To The Moon & Beyond" Buehler Planetarium, BCC Central Campus, 2:30 & 3:30 p.m.

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+Ticket Reservations necessary through Drama Department, 581-9052
*Tickets available through Community Services Office, 525-4271, Ext. 235
**Tickets available through kiwanis Clubs of Broward County

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

PRE SCHOOL WORKSHOP - AUGUST 16, 1974

Exceptional Child Education

The Gifted

A Summary of Critical Concerns for the Gifted Teacher Based On

DISTRICT PROCEDURES FOR PROVIDING SPECIAL EDUCATION FOR EXCEPTIONAL STUDENTS

1974-1975

Who may refer a student for possible evaluation for placement?

Parent/Guardian
School Personnel
Medical Profession
Community Agencies

What is the referral procedure?

Usually initiated within the school, and then directed to your Area Special Services Office.

Areas	
South	765-6062
South Central	765-6061
North Central	581-3730
North	765-6060

Does a parent/guardian have to give permission for referral and evaluation?

Permission is recommended but not mandatory. Your school principal reserves the right to initiate the referral and evaluation.

What information is recommended for identification?

An individual psychological evaluation including an individual intelligence test, a personal interview, and other tests judged necessary by the evaluator (i.e., school psychologist) or other practitioner licensed by the State of Florida.

Educational history (school achievement reports, teachers comments related to observed behavior and exceptional creative abilities.)

Who is responsible for compiling the identification results?

The school psychologist must prepare in writing a final report for presentation to a Placement Committee.

What are the programming options for servicing the Gifted student?

Resource: A maximum of 12 hours of student-teacher contact per week.

What are the maximum number of students who can be scheduled in a resource program?

Maximum number of teacher contact hours will not exceed 280 hours per week. The following list of student-teacher ratios are suggested as reference points for scheduling:

Number of Students	Contact Hours	Weekly Total
23	12	280
28	10	280
40	7	280
56	5	280

The actual number of contact hours should be determined by the specific needs of the student.

What are the general instructional objectives for planning Gifted programs?

The primary emphasis is on the unique interest and capabilities of the student.

The program objectives and curriculum should:

a. provide a learning atmosphere which will enable the gifted to develop potential and exceptional abilities particularly in the areas of decision making, planning, performing, reasoning, creating and communicating which makes the gifted child unique;

b. provide an opportunity for the student to utilize his initiative, self-direction and originality in dealing with problems;

c. provide the environment for realistic goal setting in which the student accepts responsibility as evidenced through the selection of projects and programs which are designed to aid in developing and expanding his cognitive and affective abilities and to broaden his field of personal reference;

d. provide activities which incorporate a multi-media, multi-level, interdisciplinary approach and for transfer of learning a diversity of life-oriented situations;

e. provide an opportunity for relationships and experiences in order to extend his experiential horizons, project greater goals for himself and gain a sense of responsibility and intellectual freedom.

What degree of flexibility is permitted in planning commensurate with the program objectives and curriculum?

No specific restrictions are stated in the District Procedures. Therefore, a teacher of the Gifted may design and arrange for activities in or out of school which are deemed more appropriate to the needs of an individual or group of Gifted students.

The teacher of the Gifted then acts in a supervisory role responsible for planning, monitoring and assessing the student(s) activity. (i.e., an executive internship, shadowing, attendance at special lectures, etc.)

The arrangement does not require continuous, direct hourly contact between the designated Gifted teacher and the student(s).

Does a student assessment requirement exist?

YES. Student progress must be evaluated through periodic review of the specific instructional objectives established for each student.

Student progress information must be disseminated to the parents through a written report and personal conference.

Student progress information must be forwarded and discussed with the student's regular classroom teacher(s).

A folder must be retained for each student in your program. The information to be included should contain instructional objectives and individual program plan outlines, work samples, conference and special reports, anecdotal records, informal evaluation data, and other relevent program planning information.

Will the program require an evaluation?

YES. The evaluation will primarily focus on:

1. Student progress in the instructional areas based on evaluation of attainment of the objectives designed for each student. The evaluation procedure will be conducted by the classroom teacher using a continuous measurement rather than pre and post year assessment procedures.

2. Evaluation of program through review committees established by the individual school principal. The evaluations are to emphasize assessment of current program status and future needs and will be periodically held during the school year.

What type of Support Services are available to the Gifted teacher?

Each of the 4 administrative school areas has a Curriculum Planner who is responsible for providing direct teacher assistance to the Gifted programs in the area.

The Curriculom Planners in each area are:

Mrs. Nan Tarullo	South
Mrs. Marge Gregg	South Central
Mrs. Elaine Young	North Central
Mrs. Joyce Hausserman	North

Further information and assistance will be provided by contacting:

Dr. Frederic Skalny
Coordinator, Programs for the Gifted
Exceptional Child Center
765-6668

EXCEPTIONAL CHILD
PERSONNEL
WORKSHOP

EDUCABLE
TRAINABLE
EMOTIONAL
SPECIAL
S.L.D.
GIFTED

AUGUST 16, 1974

FIRST BAPTIST CHURCH
FT. LAUDERDALE, FLA.

WELCOME

TO THE

EXCEPTIONAL CHILD EDUCATION

WORKSHOP

FIRST BAPTIST CHURCH
Fort Lauderdale, Florida
August 16, 1974

Congratulations on being a member of the Broward County Exceptional Child Education team, 1974-75!

It is hoped that this day will be the beginning of a highly successful school year. In addition to renewing friendships and meeting new colleagues we trust the Workshop will be a source of inspiration and information.

To help make your day most pleasant may we share the following suggestions:

1. PARKING FACILITIES are limited to the spaces available on the Broward Boulevard side of the church. Marked spaces on the north side of the building are reserved for church office staff each day.
2. Please LIMIT PHONE CALLS through the church office. Because of regular church business, it is impossible to deliver phone messages to your group. The office staff will be able to handle "emergency calls" only.
3. Please utilize containers and trash cans that are available for your group.
4. SMOKING is not allowed in any of the church buildings. Your cooperation in this regards will be appreciated.
5. RESTROOMS are available on all three floors of the Educational Building.

PROGRAM FOR THE DAY

8:30 A.M. FIRST GENERAL SESSION (Fellowship Hall)

Welcome Mr. Joel Keiter

Introduction: Mr. Larry I. Walden
Dr. Landis Stetler
Others

Recognition of New Personnel

Address: Mr. H. T. (Dutch) Shulenberger

9:45-10:30 A.M. REFRESHMENT BREAK

"Council For Exceptional Children"

10:30-11:45 A.M. SPECIAL INTEREST GROUPS

Room

- A EDUCABLE - TRAINABLE
  - Dr. Frank Scalise
- B EMOTIONALLY - SOCIALLY MALADJUSTED
  - Ms. Marilyn Doty
- C SPECIFIC LEARNING DISABILITIES
  - Dr. Frederick Skalny
- D SPEECH THERAPISTS
  - Ms. Rhonda Work
- E SPECIAL SERVICES PERSONNEL
  - Dr. Robert Wieland
- F FILM, "THE STRANGEST SECRET" AND "BROWARD COUNTY EXCEPTIONAL CHILD PROGRAM"
  - Mr. Russell Freeman
- G FLORIDA LEARNING RESOURCES SYSTEM (FLRS)
  - Mr. Benjamin Meyer
- H HEARING IMPAIRED
  - Ms. Faye LaBelle

11:45 A.M.-1:00 P.M. LUNCH BREAK

1:00-1:45 P.M. SECOND GENERAL SESSION

Council for Exceptional Children
Equivalency Program for Staff Development
District Plan and Audit

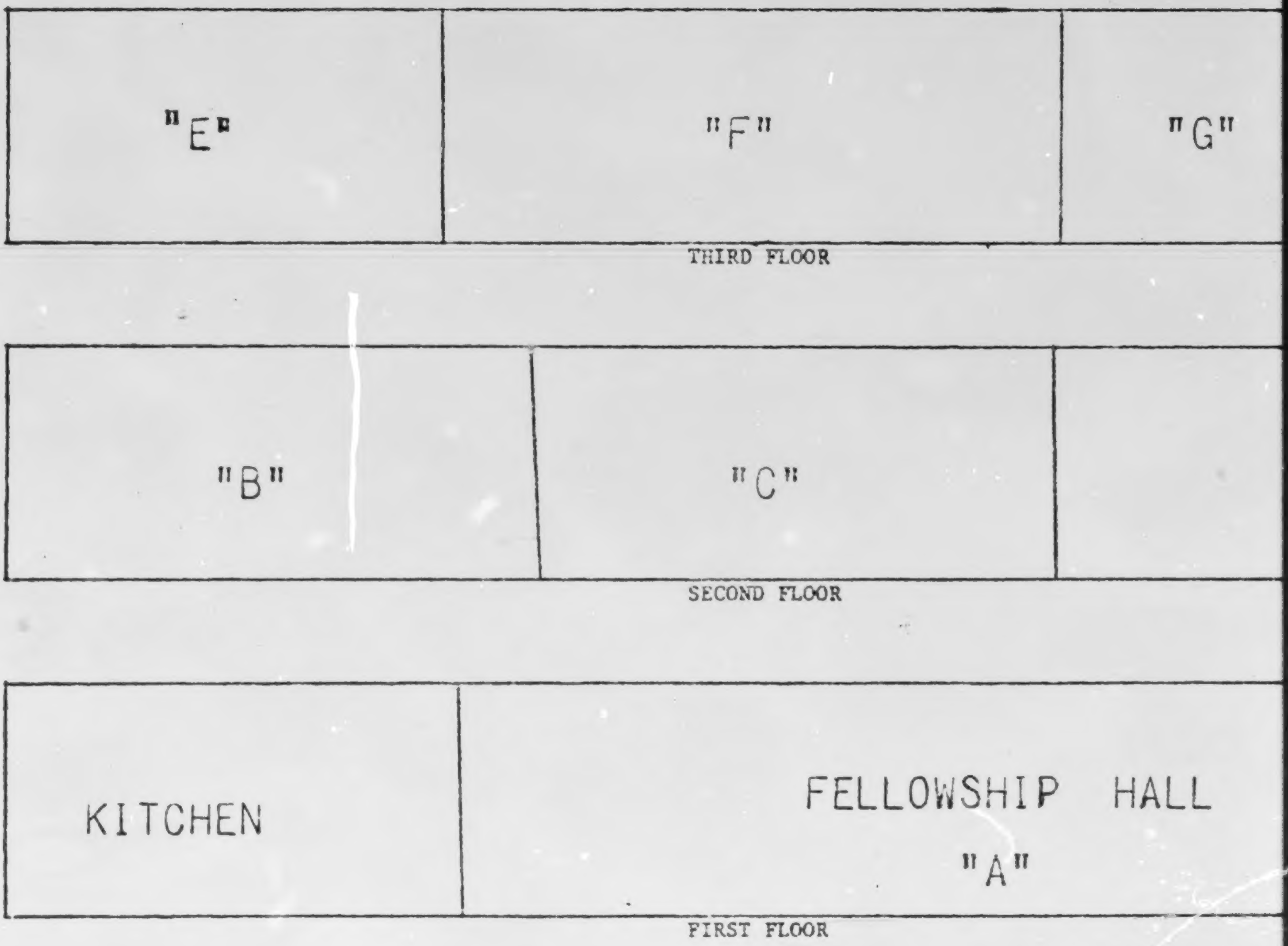
1:45-2:00 P.M. REFRESHMENT BREAK

2:00-3:30 P.M. SPECIAL INTEREST GROUPS

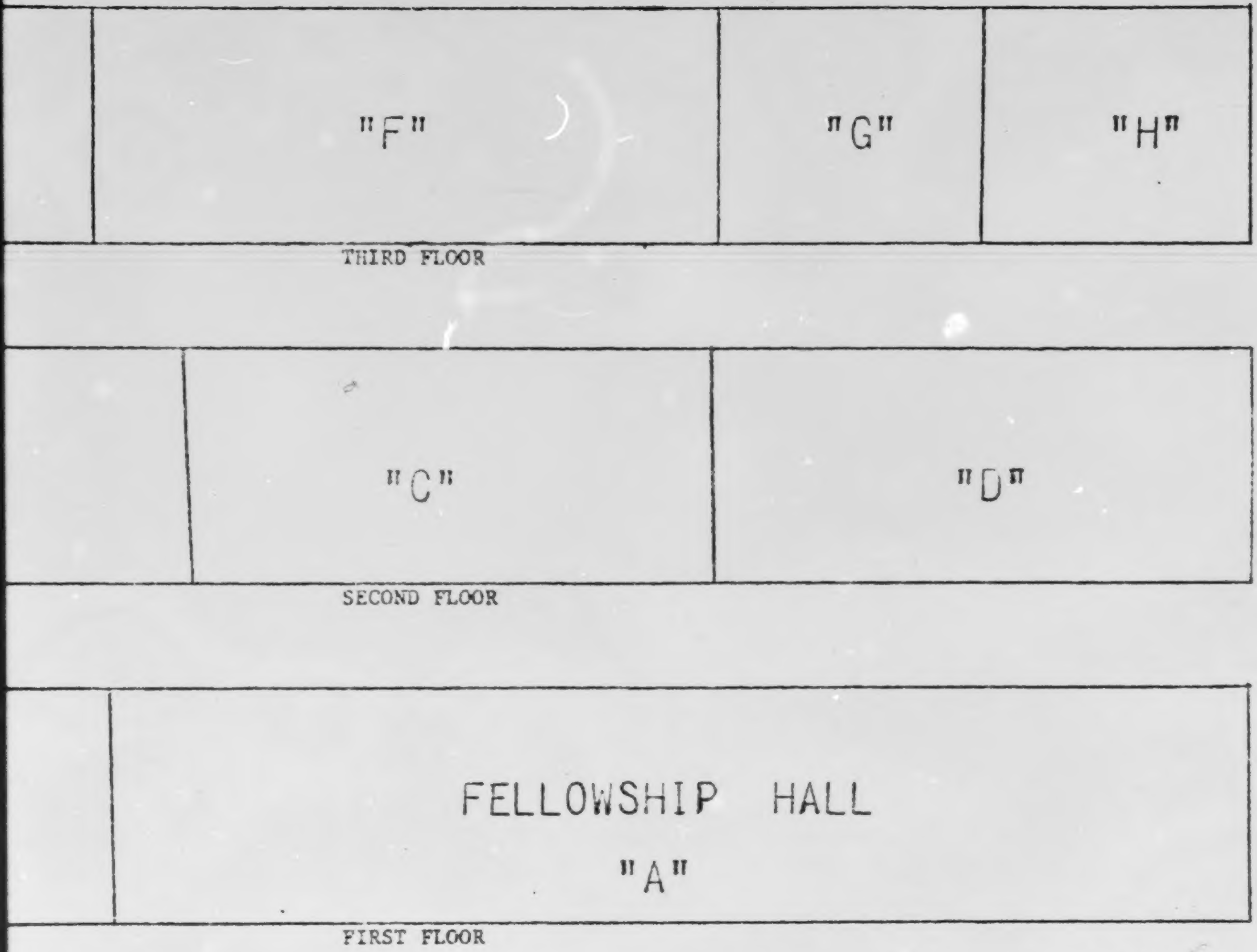
Room

- A EDUCABLE - TRAINABLE
  - Dr. Frank Scalise
- B EMOTIONALLY - SOCIALLY MALADJUSTED (New Teachers)
  - Ms. Marilyn Doty
- C GIFTED
  - Dr. Frederick Skalny
- D SPEECH
  - Ms. Rhonda Work
- E VISUALLY IMPAIRED
  - Mr. Russell Freeman
- F FILM, "THE STRANGEST SECRET" AND "BROWARD COUNTY EXCEPTIONAL CHILD PROGRAM"
  - Dr. Robert Wieland
- G FLORIDA LEARNING RESOURCES SYSTEM (FLRS)
  - Mr. Benjamin Meyer
- H HEARING IMPAIRED
  - Ms. Faye LaBelle

FIRST BAPTIST CHURCH
FLOOR PLAN


"E"
"F"
"G"
THIRD FLOOR
"B"
"C"
SECOND FLOOR
KITCHEN
FELLOWSHIP HALL
"A"
FIRST FLOOR

FIRST BAPIST CHURCH
FLOOR PLAN


"F"
"G"
"H"
THIRD FLOOR
"C"
"D"
SECOND FLOOR
FELLOWSHIP HALL
"A"
FIRST FLOOR

LUNCH: WHERE AND HOW TO GET THERE

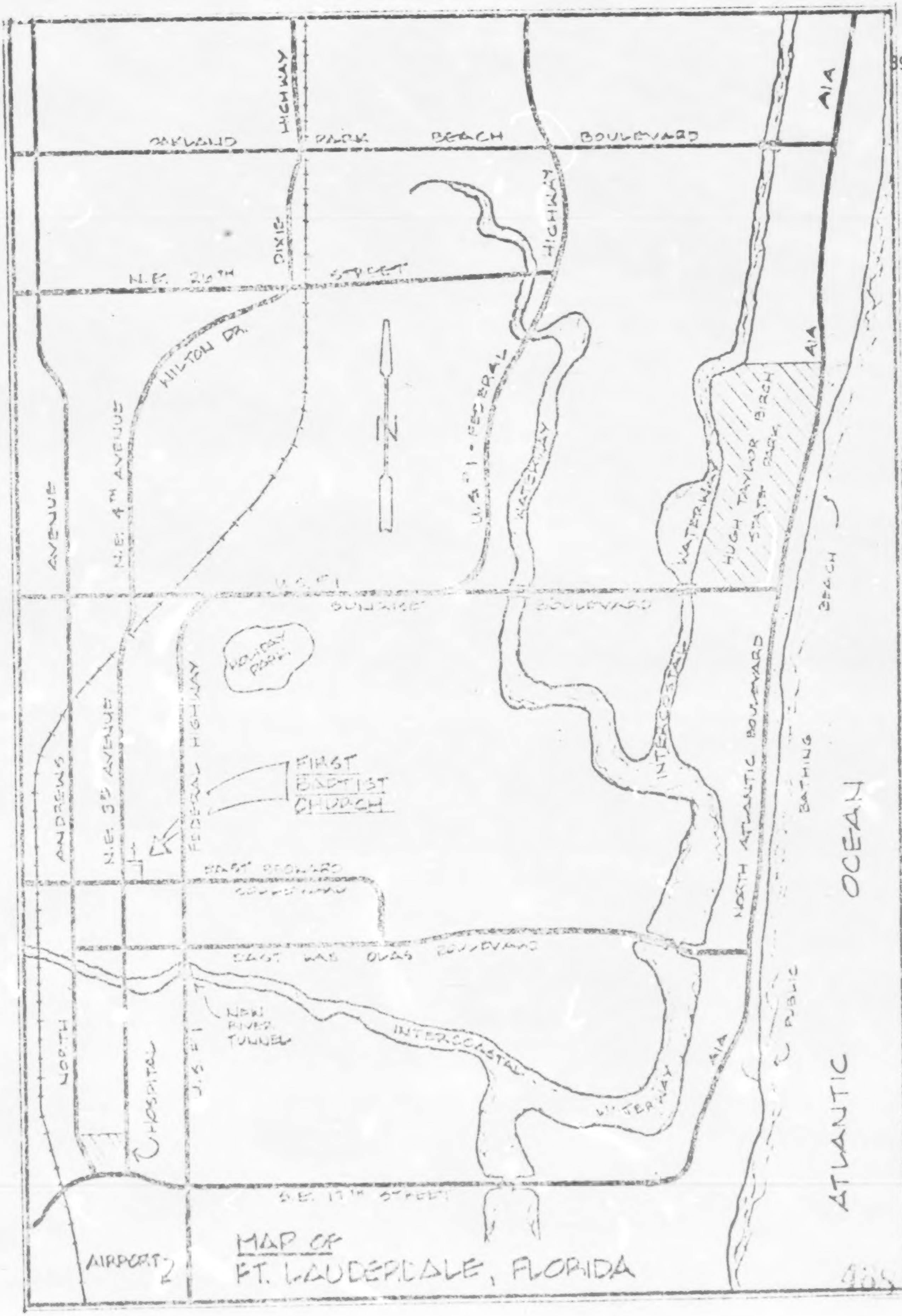
Governors Club Hotel - Colonels Table, 236 S.E. 1 Avenue
Williamsons Restaurant, 1401 S. Federal Highway
Reef Restaurant, 2700 S. Andrews Avenue
Ranch House, 1003 S.E. 17 Street
Tina's Spaghetti House, 2110 S. Federal Highway
Howard Johnson's, 317 North Federal Highway
Polly Davis Cafeteria, 2394 E. Sunrise Boulevard
Creighton's Restaurant, 2670 E. Sunrise Boulevard
Italian Garden's, 721 N. Federal Highway
Red Coach Grill, 1200 N. Federal Highway
Uncle John's Pancake House, 1301 N. Federal Highway
Black Angus, 2650 N. Federal Highway
International House of Pancakes, 2781 N. Federal Highway

ELEPHANT STEW - we heard you were coming......

OR

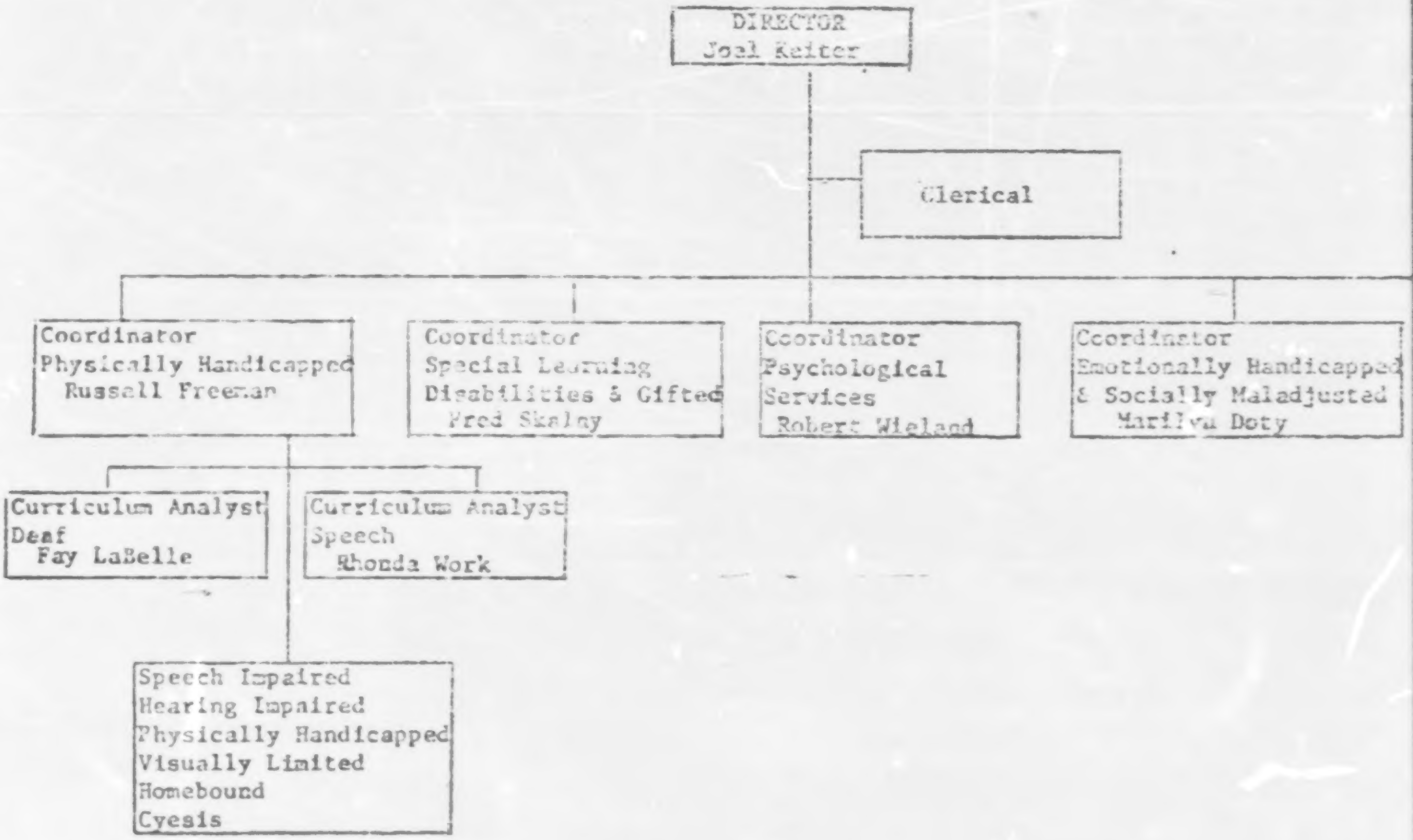
Elephant stew is easy to make. All you need for it is one elephant and two rabbits. (rabbits are optional) Cut elephant in bite-size pieces. This will take about two months. Add enough brown gravy to cover. Cook over kerosene fire for about four weeks. Will serve 3800 people. For unexpected guests, add two rabbits, but only in emergency, as most people don't like hare in their stew.

Prown's Fried Chicken, 2903 N. Andrews Avenue
Chicken Unlimited, 1531 N. Federal Highway
715 W. Sunrise Boulevard
Kentucky Fried Chicken, 1409 N.E. 26 Street
829 S.E. 17 Street
Burger King, 1725 E. Sunrise Boulevard
1 W. Oakland Park Boulevard
McDonald's, 265 W. Oakland Park Boulevard
505 E. Sunrise Boulevard
1630 S. Federal Highway
Borden Burger, 617 E. Oakland Park Boulevard
Sizzler Family Steak House, 777 South Federal Highway


OAKLAND PARK BEACH BOULEVARD
DIXIE HIGHWAY
HIGHWAY
A1A
N.E. 26TH STREET
HILTON DR.
N
U.S. #1 · FEDERAL
WATERWAY
HUGH TAYLOR BIRCH STATE PARK
A1A
WATERWAY
INTERCOASTAL
AVENUE
N.E. 4TH AVENUE
U.S. #1
SUNRISE BOULEVARD
BEACH
HOLIDAY PARK
FIRST BAPTIST CHURCH
NORTH ANDREWS AVENUE
N.E. 3RD AVENUE
FEDERAL HIGHWAY
NORTH ATLANTIC BOULEVARD
BATHING
OCEAN
EAST BROWARD BOULEVARD
EAST LAS OLAS BOULEVARD
NEW RIVER TUNNEL
INTERCOASTAL
WATERWAY
A1A
PUBLIC
ATLANTIC
HOSPITAL
U.S. #1
S.E. 17TH STREET
AIRPORT

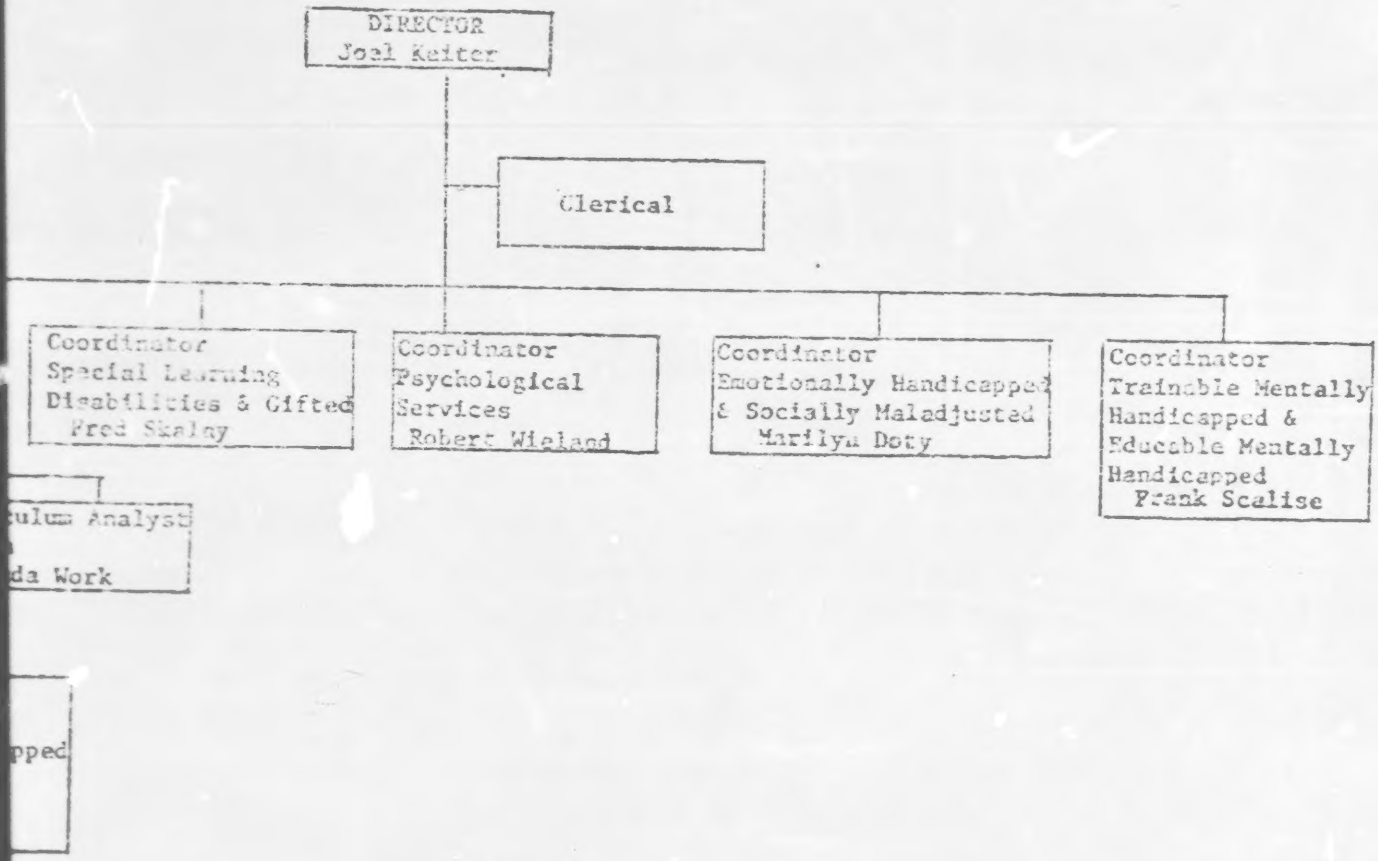
MAP OF
FT. LAUDERDALE, FLORIDA

THE SCHOOL BOARD OF [illegible]D COUNTY, FLORIDA


DIRECTOR
Joel Keiter
Clerical
Coordinator
Physically Handicapped
Russell Freeman
Coordinator
Special Learning
Disabilities & Gifted
Fred Skalny
Coordinator
Psychological
Services
Robert Wieland
Coordinator
Emotionally Handicapped
& Socially Maladjusted
Marilyn Doty
Curriculum Analyst
Deaf
Fay LaBelle
Curriculum Analyst
Speech
Rhonda Work
Speech Impaired
Hearing Impaired
Physically Handicapped
Visually Limited
Homebound
Cyesis

EXCEPTIONAL CHILD EDUCATION
ORGANIZATIONAL CHART
1974-75

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA


DIRECTOR
Joel Keiter
Clerical
Coordinator
Special Learning
Disabilities & Gifted
Fred Skaley
Coordinator
Psychological
Services
Robert Wieland
Coordinator
Emotionally Handicapped
& Socially Maladjusted
Marilyn Doty
Coordinator
Trainable Mentally
Handicapped &
Educable Mentally
Handicapped
Frank Scalise
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EXCEPTIONAL CHILD EDUCATION
ORGANIZATIONAL CHART
1974-75

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
DIVISION OF EDUCATIONAL SERVICES
Exceptional Child Education
Proposed - 1974 - 75

Type Program	Identification	Location	Administration and Instructional Responsibilities
Educable Mentally Retarded	Psycho-educational	Schools	Principal
Educable Mentally Retarded: Low Track - High School	Psycho-educational	2 District Centers	Principal
Trainable Mentally Retarded	Psycho-educational	3 District Centers	Principal
Physically Handicapped	Physician	1 District Center	County Coordinator
Cyesis	Physician	1 District Center	Administrative Assistant
Physical and Occupational Therapy I	Physician	1 District Center	County Coordinator
Speech Therapy I	Speech Therapist	Schools	Principal
Language Disabled	Speech Therapist	3 District Centers	Principal
Hard of Hearing	Audiologist and/or Otolaryngologist	Schools	Principal
Deaf I	Audiologist and/or Otolaryngologist	Schools	Principal
Deaf	Audiologist and/or Otolaryngologist	4 District Centers	Principal
SALT	Physician	1 District Center	County Coordinator
Partially Sighted	Physician	1 District Complex	Principal
Visually Handicapped I	Physician	1 District Complex	Principal
Visually Handicapped	Physician	1 District Complex	Principal
Emotionally Disturbed I	Psychologist	Schools	Principal
Emotionally Disturbed: Moderate	Psychologist	Schools	Principal
Emotionally Disturbed: Severe	Psychologist	2 District Centers	Head Teacher
Emotionally Disturbed: Institutionalized	Psychologist or Psychiatrist	South Florida Mental Hospital	County Coordinator
Socially Maladjusted: Moderate	Psycho-educational	Schools	Principal
Socially Maladjusted: Severe	Psycho-educational	1 District Center	Principal
Socially Maladjusted: Institutionalized	Adjudication	Broward Youth Center	Administrative Assistant
Specific Learning Disability I	Psycho-educational	Schools	Principal
Specific Learning Disability	Psycho-educational	Schools	Principal
Gifted I	Psycho-educational	Schools	Principal
Hospital & Homebound I	Physician	Home or Hospital	County Coordinator or Principal

LIW:dh
Match 1974

CHART B-2
EXISTING PROGRAM PROFILE AND PROPOSED PROGRAMS

Broward

AREAS	Existing Program 1973-74			Additional Students and Personnel for Ea					
				1974-75			1975-76		
	*FTE	No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.
Educable Mentally Retarded	2079	2326	145	475	489	24	110	120	5
Trainable Mentally Retarded	317	293	34	68	68	7	68	68	7
Physically Handicapped	130	371	18	32	60	2	24	60	0
Homebound/ Hospitalized	14	150	6	0	0	0	0	0	0
Speech and Language	145	3227	52	20	1496	30	20	210	4
Hard of Hearing	2	30	5	37	765	12	43	885	13
Deaf	94	170	25	34	30	4	30	30	5
Vision I	10	47	6	0	0	-1	0	3	+1
Vision									
Specific Learning Disabilities I	220	896	36	20	40	1	20	40	1
Specific Learning Disabilities	513	529	37	20	20	1	20	20	1
Emotionally Disturbed I	32	84	3	40	206	15	20	102	7
Emotionally Disturbed	208	213	29	400	410	51	200	205	25
Socially Maladjusted	385	460	38	200	216	16	100	119	9
Gifted	467	1739	61	200	664	18	100	332	18
Varying Exceptionalities	XXX	XXX		XXX	XXX		XXX	XXX	
Teacher Aides	XXX	XXX		XXX	XXX		XXX	XXX	
Dir., Super., Coor., Cons.	XXX	XXX		XXX	XXX		XXX	XXX	
Job Placement	XXX	XXX		XXX	XXX		XXX	XXX	
Evaluation/Case Study	XXX	XXX		XXX	XXX		XXX	XXX	
TOTALS	4616	10535	495	1546	4464	180	755	2194	96

*Full Time Equivalent Count as of February, 1974

CHART B-2
EXISTING PROGRAM PROFILE AND PROPOSED PROGRAMS

Broward COUNTY

Existing Program		Additional Students and Personnel for Each Year								
1973-74		1974-75			1975-76			1976-77		
No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.
2326	145	475	489	24	110	120	5	110	120	5
293	34	68	68	7	68	68	7	68	18	2
371	18	32	60	2	24	60	0	22	69	2
150	6	0	0	0	0	0	0	0	0	0
3227	52	20	1496	30	20	210	4	21	210	3
30	5	37	765	12	43	885	13	32	735	24
170	25	34	30	4	30	30	5	30	30	6
47	6	0	0	-1	0	3	+1	0	0	0
896	36	20	40	1	20	40	1	20	40	1
529	37	20	20	1	20	20	1	20	20	1
84	3	40	206	15	20	102	7	20	102	7
213	29	400	410	51	200	205	25	200	205	25
460	38	200	216	16	100	119	9	100	100	8
1739	61	200	664	18	100	332	18	100	332	9
XXX		XXX	XXX		XXX	XXX		XXX	XXX	
XXX		XXX	XXX		XXX	XXX		XXX	XXX	
XXX		XXX	XXX		XXX	XXX		XXX	XXX	
XXX		XXX	XXX		XXX	XXX		XXX	XXX	
XXX		XXX	XXX		XXX	XXX		XXX	XXX	
10535	495	1546	4464	180	755	2194	96	743	1981	93

Time Equivalent Count as of February, 1974

GOALS FOR 1974-75

As I consider my particular task assignment, I would like to accomplish the following during this school year:

1.

2.

3.

4.

5.

6.

APPRECIATION IS EXPRESSED TO:

THE CLERICAL AND PROFESSIONAL STAFF OF THE EXCEPTIONAL CHILD CENTER for their cheerful support in making the arrangements and providing materials for the Workshop.

THE COUNCIL FOR EXCEPTIONAL CHILDREN, Mr. Duane Kisshauer-President, for providing the morning refreshment break and name tags. A special word of thanks to Mrs. Sarah Lowrey for coordinating the effort.

MR. ORVILLE P. BRINK, President of Terminix Service, Inc., for providing the afternoon refreshment break.

MR. H. T. (DUTCH) SHULENBERGER for graciously consenting to deliver our "keynote" address.

DR. LANDIS M. STETLER, Chief of the Bureau of Education for Exceptional Students, for coming from Tallahassee to participate in our special day.

THE STAFF OF THE FIRST BAPTIST CHURCH for their consideration of our needs.

MR. GENE A. [illegible], President of Causeway Lumber Company, for making the arrangements for the appearance of our keynote speaker, Mr. H. T. (Dutch) Shulenberger.

YOU for spending an enjoyable day with us.

HAVE A GOOD - GOOD YEAR

BROWARD COMMUNITY COLLEGE

Central Campus · Davie Road
Fort Lauderdale, Florida 33314
(305) 581-8700

January 17, 1974

Mr. Robert Beale, Principal
Piper High School
8000 N.W. 43rd Place,
Sunrise Village, Florida 33313

Dear Mr. Beale:

Thank you for letting Mrs. Anne Trickel assist us with the Gifted children program taking place on this campus on January 29th.

We are looking forward to the success of this undertaking and wish to express our appreciation for your cooperation.

Sincerely yours,

Carol Findley

Carol Findley, Coordinator
High School-College Articulation

CF:ym
cc:Anne Trickel

MEMORANDUM

TO: Carol Findley, Coordinator High School/College Articulation

FROM: George Young, Vice-President For Student Development

DATE: March 22, 1974

SUBJECT: GIFTED CHILD RESEARCH PROJECT - OLSEN MIDDLE SCHOOL PSYCHOLOGY PROGRAM

It has come to my attention that one of our students has contributed considerable time and effort in the research project under your direction concerning Gifted children.

Please convey to Miss Jackie Terranova my personal expression of appreciation for her work in the preparation of the program -- the written tests, the rat training and the demonstration of the training to the visiting students, all of which was accomplished successfully due to her hard work.

It is not often the College has the opportunity to express gratitude for this kind of involvement on the part of a student and I believe we, at BCC, owe Miss Terranova a vote of thanks and congratulations for a job well done.

GW:ym

cc to: Boyd Hildebrand, Chairman, Division of Social Sciences
Dr. William Walker, instructor
Jackie Terranova, student

MEMORANDUM

TO: Mr. Gladwyn Comes, Fred Read - Astronomy Department

FROM: Carol Findley, Articulation CF

DATE: March 27, 1974

SUBJECT: Articulation Tape and Olsen Middle School Gifted Child Program

This is to let you know that checking the tests for the Olsen Middle School and putting in the music background for the Articulation tape represents, I am well aware, many hours of hard work. I would like you to know that your efforts are much appreciated and would like to extend very sincere thanks to you both and to your staff for everything you have done to help us.

CF:ym

cc:Fred Read

MEMORANDUM

TO: Bud Call, Director of Learning Resources

FROM: Carol Findley, Office of Articulation

DATE: March 27, 1974

SUBJECT: Olsen Middle School Visit and Articulation Script

This is a word of thanks to you and your staff for the hard work put in during the visits of the Olsen Middle School Gifted Child visits. The visit to Learning Resources was much enjoyed, the tests were run successfully, and the children had a good time. The pictures were very good as well. With such cooperation, our projects can't help but be successful!

Thanks also for your work on the Articulation Script -- without it we would be more than handicapped, and I am sorry to have had to push you on the synchronization of the slides. This is to let you know that all your hard work is much appreciated.

CF:ym

cc to: George Chillag
Murray Spitzer

479

MEMORANDUM

TO: Mrs. Brown, Library

FROM: Carol Findley, Articulation CF

DATE: March 27, 1974

SUBJECT: GIFTED CHILD PROGRAM

This is to let you know that your program was very much enjoyed by the Olsen Middle School children -- in fact, some of them wanted more time in the Library. The slides came out very well too.

Until the statistical reports are ready, this is just to say thank you and that your help was much appreciated.

CF:ym

MEMORANDUM

TO: Sandy Seaton, Art Department
FROM: Carol Findley, Articulation CF
DATE: March 27, 1974
SUBJECT: Gifted Child Program

This is to thank you for all your help in the Gifted Child Program. Not only was the program useful in the project, but the children seemed to enjoy it very much as well.

Many thanks again.

CF:ym

MEMORANDUM

TO: Tom Parker and Sue Smith, North Campus, Counseling and Advising

FROM: Carol Findley, Articulation CF

DATE: June 4, 1974

SUBJECT: OLSEN MIDDLE SCHOOL GIFTED CHILDREN, "GETTING-TO-KNOW-YOU" PROGRAM

The success of the "Getting-To-Know-You" Program for the Olsen Middle School Gifted is due entirely to you both and this is to let you know that your time and efforts have been greatly appreciated, more so particularly because the Self-concept work with this age group was unprecedented and experimental.

May I take this opportunity not only to convey my sincere thanks but to congratulate you.

CF:ym

MEMORANDUM

TO: Fred Scott, Data Systems

FROM: Carol Findley, Articulation CF

DATE: June 4, 1974

SUBJECT: OLSEN MIDDLE SCHOOL MASS COMMUNICATIONS PROGRAM

Your cooperation and efforts on behalf of the Olsen Middle School project contributed immeasurably to the success of the Gifted children experiment and was greatly appreciated. Please accept my very sincere thanks.

CF:ym

MEMORANDUM

TO: Betty Owen, Publications

FROM: Carol Findley, Articulation CF

DATE: June 4, 1974

SUBJECT: OLSEN MIDDLE SCHOOL, MASS COMMUNICATIONS PROGRAM

This is to let you know that your work in the Olsen Middle School Gifted Children Program has contributed greatly to the success of the project.

May I convey my very sincere thanks to you, Betty, for all your time and efforts.

CF:ym

MEMORANDUM

TO: Bud Call, Learning Resources

FROM: Carol Findley, Articulation Department CF

DATE: January 9, 1974

SUBJECT: GIFTED CHILDREN PROGRAM - JANUARY 29, 1974

We would like to have black and white pictures and colored slides to be taken on January 29th in conjunction with the visit of the children and parents from Olsen Middle School.

As you know, the program has been arranged for from 9:00 AM to 12:00 NOON, covering the Planetarium, Library and Learning Resources and we would like to have pictures on all three locations.

As the group will consist of about 50 persons, we will divide the visits in groups of 20-25 at a time. Roughly, the schedule is as follows:

9:00 AM - 9:15 AM - Meeting in Planetarium Auditorium

Group 1:
- Planetarium - 9:15 AM - 10:45 AM
- Library - 10:45 AM - 11:30 AM
- L'rng. Res's. - 11:30 AM - 12:00 NOON

Group 2:
- Library - 9:15 AM - 10:00 AM
- L'rng. Res's. - 10:00 AM - 10:30 AM
- Planetarium - 10:30 AM - 12:00 NOON

The group will then go to Hospitality Center for lunch.

If there is any further information you require, please don't hesitate to call.

BROWARD COMMUNITY COLLEGE

Central Campus · Davie Road
Fort Lauderdale, Florida 33314
(305) 581-8700

Mr. J.W. Davidson, Principal
Olsen Middle School
1301 S.E. 2nd Avenue
Dania, Florida

January 10, 1974

Dear Mr. Davidson:

This is to inform you that the Gifted Children Program to take place on this campus has been set for January 29th, from 9:00 AM to 12:00 Noon, covering the Planetarium, Library and Learning Resources.

As we understand it from Mr. Howard, there will be approximately 50 persons participating. In order to accomodate the students comfortably, the program has been divided into two groups of 20-25 at a time, and the schedule tentatively set as follows:

9:00 AM - 9:15 AM - Meeting in Planetarium Auditorium

Group 1. Planetarium - 9:15 AM - 10:45 AM
Library - 10:45 AM - 11:30 AM
Learning Resources - 11:30 AM - 12:00 NOON

Group 2. Library - 9:15 AM - 10:00 AM
Learning Resources - 10:00 AM - 10:30 AM
Planetarium - 10:30 AM - 12:00 NOON

We will all then adjourn to the Hospitality Center for lunch.

If it is agreeable with you, black and white photographs and color slides will be taken during the visit.

If there is any further information you require, please don't hesitate to call.

Many thanks for your cooperation, we are looking forward to welcoming the Olsen Middle School group and parents on campus.

Sincerely yours,

Carol Findley

Carol Findley, Director
Office of Articulation

CF:ym
copy to Mr. Dave Howard

MEMORANDUM

TO: Jerry Moore, Physical Plant

FROM: Carol Findley, Coordinator High School/College Articulation CF

DATE: January 23, 1974

SUBJECT: January 29th - Hospitality Center

Please reserve area for 50 people on January 29th for lunch from 12:00 to 1:30 PM.

CF:ym

MEMORANDUM

TO: Bud Call, Learning Resources
FROM: Carol Findley, Articulation CF
DATE: March 14, 1974
SUBJECT: Gifted Child Program

We would like to have black and white pictures and color slides taken at the time of the visit of the Olsen Middle School children on our campus on March 19th. The program will start at 9:00 AM with the Psychology program, Building 15, classroom 207. At 10:30, the students will procede to the lobby of the Fine Arts, Building 35. At 12:00 o'clock, the students will have lunch in the Hospitality Center where the north end of the student cafeteria will be reserved for them. We would like pictures of the entire program.

CF:ym

MEMORANDUM

TO: Dr. Walker (Psychology), Sandy Seaton (Art)

FROM: Carol Findley, Articulation CF

DATE: March 14, 1974

SUBJECT: GIFTED CHILD PROGRAM - MARCH 19TH - OLSEN MIDDLE SCHOOL

This will confirm that the Olsen Middle School Gifted Child Program will begin on March 19th, at 9:00 AM, with the Psychology Department program, Bldg. 15, Classrooms, Room 207.

At 10:30 AM, the students will meet in the lobby of the Fine Arts, Building 35. At 12:00 o'clock they will leave there to go to Hospitality Center for lunch where tables have been reserved at the north end of the student cafeteria.

CF:ym
copy to "Jackie", (Psychology)

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BIBLIOGRAPHY

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